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The Editors Say:

What a periodical aspires to be and what it actually is do not always come out equal. But we want to believe that a certain teacher had the wrong slant on THE JOURNAL OF EDUCATION when she said what she did the other day. In response to a special invitation to become a regular reader of this magazine, she wrote: "As I now subscribe for three professional magazines, I think I am doing my duty."

▼

To judge from the letters we receive from you who know THE JOURNAL OF EDUCATION best, you do not regard the reading of it as a duty, but rather as a pleasure. You look forward to its arrival, month after month, as a welcome event.

▼

We should feel that we had failed miserably as editors if our product chiefly connoted duty, and if teachers and administrators had to have their professional consciences standing over them to make them read it.

Here's one letter, for example, that just came in from a Superintendent in California:

"I want you to know that when I entered subscriptions recently for each of our schools I did so because I consider your magazine the outstanding magazine in this country to be placed in the hands of all teachers and administrators. Your articles are appropriate to the time and are so informal in nature as to attract and hold the attention of your readers. They are not so formal and technical in terms as to be painful, which cannot be said of some other magazines I receive. May you continue to publish just such a magazine as yours has been, to my knowledge, for the twenty-five years I have been reading it."

▼

If you chance to feel as that schoolman does about THE JOURNAL OF EDUCATION, we shall greatly appreciate your recommending it to your associates—not as a "duty," please, but as a discovery.

Contents:

EDITORIALS: 285
The Thunderbolt Strikes
England Looks Us Up
The Ideal Board
Live Long—and Prosper?
Bedrock of Our Liberty
The Changing High School
Gangster Ethics

CHARACTER EDUCATION AND DEFENSE 287
Arthur A. Schoolcraft

THE YOUNG JURIST LOOKS AT ODD POINTS OF LAW 289
A. V. Overn

WHITE ONES AND BLACK ONES 290
Raymond E. Manchester

THE EDUCATION OF WOMEN: A Plea for Realism 291
Bancroft Beatley

IS IT GOOD FOR THE QUIZ KIDS? 293
George W. Lyon

SOME BOOKS YOU WOULD ENJOY 295
Mary Allison Belding

CHRISTMAS IN THE CLASSROOM 298
Mignon Quaw Lott

THE TRAIL OF READING METHODS 299
Florence A. Gritzner

CHILD GUIDANCE IN GREENWICH 301
Hardy R. Finch

TEACHERS ARE OPINION MAKERS 302
Grace Lawrence

FOUR TYPES OF TEACHING 303
Frank M. Rich

THE BEGINNING TEACHER 304
Ruth C. Frey

I MAY BE RIGHT—I MAY BE WRONG 305
W. C. McGinnis

WINSHIPISMS 305

IT SEEMS TO ME 306
Byron C. Kirby

ALL IN THE DAY'S WORK 306
Everett V. Perkins

THE NEWS DIGEST 307

GRINS BETWEEN GRINDS 310

MEET THESE NEW BOOKS 311

TEXTBOOK TOPICS 312

INDEX 313

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Teacher's Manual

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Editorials

The Thunderbolt Has Struck

The folly of negotiating with governments committed to aggression and deceit, was once more demonstrated on December 7, when the Japanese hurled sudden war upon the United States even while their envoys in Washington feigned to want peace. That day of Japan's great infamy caught even our military and naval forces off guard, and the resulting damage will be costly to repair.

This thunderbolt awakened America from its slumbers and unified the nation. Such unity would have been impossible if our government had been cornered into taking the initial step in war against Japan. Ours would then have been a house divided against itself, which it is not today. When the Congress of the United States comes within one vote of complete unanimity in declaring a state of war, as occurred on December 8, we know that the nation has but a single purpose—to go "all out" for defeating the powers that have run amuck.

We were asleep at the switch when war arrived. Today we are awake and united in the will to preserve the priceless heritage that is ours in trust.

The declarations of war by Hitler and Mussolini that followed on December 10 found national sentiment so thoroughly galvanized that not even one dissenting vote was recorded in Congress on the question of a counter-declaration—and the exchange of these formalities scarcely rated front page headlines in our newspapers the next morning.

Thus lightning has revealed the path immediately ahead.

England Looks Us Up

Something about this nation's response to the present world crisis is causing educators in England to feel remorseful over the neglect of United States history in the schools of the United Kingdom. Evidence of a growing attention to the United States is contained in the Journal of Education (London) for November, which is captioned "Special American Number," and carries a good many pages of reference to the United States. Perhaps the most significant article in that issue is one by F. S. Marvin on "American History in Our Schools."

The writer deplores the fact that the English schoolboy, or even the average educated Englishman, has hardly gone further into United States history than to know the names of two or three of our Presidents, together with the fact that we broke loose from England through a Revolutionary War and that we settled the slavery question with a Civil War. Mr. Marvin believes the time has come for English schools to include more about the United States in their teaching of world history. He pays tribute to the explorers who came here from Europe, the immigrants who subdued the wilderness, and the Americans of today who are lending mighty support to the fight for freedom. One thing he would have all Englishmen understand more clearly—that the United States Constitution has become so "faulty and cumbrous" that it "might strangle her life out of her were she not essentially sound." He evidently has in mind the disappointment that came to Europe when our senators failed to ratify President Wilson's work in Paris and the treaty went through without the formal signature of the United States. Well—we admit that this is difficult to explain even to ourselves. But we still like our Constitution. Moreover, we appreciate the desire of our English cousins to learn more about us.

The Ideal Board

Fortunate is the community whose Board of Education works harmoniously and effectively for the single purpose of providing the children with the best possible education. There are many such Boards.

There are communities in which partisan or selfish voting by Board members is virtually unknown—where unanimous decisions after thoughtful and frank discussion are a tradition and an almost invariable practice.

There are Boards that make a point of securing the best possible superintendent of schools and then holding him responsible for procedures and results. Such a Board does not go to sleep on its job, nor is it indifferent to what happens. But it draws a clear line between its own duties and those of the person chosen to administer the schools, and it avoids meddling in petty matters.

Members of an ideal Board do not expect to be interviewed by salesmen nor to be consulted individually by the Superintendent before he spends a dollar or selects a teacher. Since the Superintendent is to be held accountable for results, he is given commensurate authority.

The ideal Board does not necessarily accept every plan suggested by the Superintendent. Public opinion gives way to changes rather slowly—and the Board is on hand to represent public opinion. If the Superintendent cannot sell his Board on a new idea, he might have even greater difficulty selling the whole public. So an ideal Board is often a good buffer between the Superintendent and some serious error.

A School Board's way of doing things makes all the difference between good schools and inferior ones. Hence it is extremely important that a community put on its Board of Education the kind of persons

known to possess integrity of character, education more than average, and plenty of good common sense. Those having strong political or religious prejudices should be automatically ruled out.

Live Long—and Prosper?

How often it happens that some "general impression" one forms from casual observation turns out to have been wrong when put to the test of carefully assembled facts. For instance, we tell one another what a dry or wet or hot or cold season we have had, and when the summary comes through from the weather bureau we are non-plussed to learn it was quite normal or even just the opposite of what we said it was.

By the "general impression" method, many people probably would tell you offhand that the national death rate declines in periods of prosperity and increases during depressions. But what are the facts?

The Life Insurance Institute has gathered them and analyzed them for us, and the story boils down to this: Every year of business upswing in the United States from 1910 to 1940 has either been accompanied or immediately followed by an increase in mortality. Maybe it's from over eating, over indulgence, too fast living or what else. Your guess would be as good as ours. But the fact is there, and it is a warning to us to watch our steps and speedometers in the weeks ahead.

The national death rate, according to these same statisticians of the life insurance companies, has managed, through all its ups and downs, to decline 40 per cent since 1900, or an average of just one per cent a year. That's a thing the country can be proud of.

But—must we have depressions to keep the death-rate declining?

The Changing High School

Reports from all parts of the country indicate that high schools are on the move. They are endeavoring to reshape their curricula to fit the needs of young people. The modern high school is no longer saying stiffly to its students: "Here is our program. What will you take?" The newer attitude is expressed in a sincere desire on the part of the school to ascertain what preparation the student is going to require and then to try to see that he gets it. The revised curricula may and probably will contain elements that are prescribed for all and a variety of courses aimed at the development of special talents and employable skills.

Resistance to all this may be expected from some teachers who are definitely subject-minded or who fear lest their own courses be set aside. It will be unfortunate indeed if teachers whose duty it is to fit youth to meet changing conditions are themselves unable to change. There is little danger that any major subject taught during the past decade will be eliminated. The trend is toward better coordination, better balance, fresh emphases, and the inclusion of matters hitherto neglected.

Bedrock of Our Liberties

While the world is aflame over the attempt of a sinister group of men to rule the earth by force and fear, we the people of the United States pause to commemorate the ratification of our Bill of Rights. Those ten amendments to the Constitution which were formally added to that document on December 15th, 1791, enunciate the solemn pledge that arbitrary authority shall never be exercised here to close the minds, the ears, or the mouths of our citizens; to break up their assemblies or their churches; or to pry into their homes without warrant. Protected by these guarantees and the honor of the men we have from time to time elected to make and execute our laws, this nation has breathed an air of freedom that has encouraged the brightest hopes of happiness and self-fulfillment found anywhere on this planet.

As Americans, we do not demand that other nations follow the pattern we have chosen. But we propose to guard it for ourselves and, in some measure, for those in other lands who either share today or aspire to share tomorrow in this plan of live and let live.

Gangster Ethics

Hitler may be doing what he thinks is best for Germany. Suppose we give him that much credit for the sake of argument. Even so, he is not doing what is right, either for other nations or for Germany itself.

Hitler has set out to put nation after nation under the feet of Germany, just as he had already put the German people under the feet of the Nazi party with himself at its head. And in his effort to accomplish all this he has renounced every principle of decency and morals that might hamper his success. An earlier generation of Americans would have said that he has sold his soul to the devil in exchange for that deceiver's promise to give him the kingdoms of the earth.

Gangsters and racketeers in our own country are demonstrating every year that persons who cast aside all legal and moral restraints can make material gains for a while and hold back the forces that the community has organized in self defense. But no criminal or gang of criminals can go on indefinitely without having their challenge met.

Just so will Hitler's challenge be met.

Character Education and Defense

ARTHUR A. SCHOOLCRAFT
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Buckhannon

"There would be no reason for defending a society of idiots, prostitutes, cutthroats, and traitors."

THE best education for defense is character education. FBI agents remind us of this frequently and forcefully. About young men and women in line for responsible positions in our defense program, whether military, industrial, clerical, or what not, the questions constantly asked are: Is he truthful? Is he honest? Is he sober? Is he trustworthy? The answers must be unanimously and unequivocally affirmative, or the applicant is rejected. The sound working principle here involved is that our defense can be no better or stronger than the character of our defenders. Of course, our defenders need health, literacy, certain skills and certain equipment, but without stability and nobility of character these become liabilities rather than assets.

▼

The best reason for defense, moreover, is the predominantly good character of our people. Institutions and possessions are worth defending only as they make possible, and contribute to, the development of persons of good character. There would be no reason for defending a society of idiots, prostitutes, cutthroats, and traitors. There would be every reason to defend a society of geniuses, scholars, saints, and philanthropists. The prevalence or absence of good character among us determines the degree to which we are worthy of defense, as well as the degree to which we are capable of defense. It is vital, therefore, that in the present crisis we increase intelligent effort toward character education.

Before we can make such intelligent effort, we must understand clearly what good character is, and how it is achieved.

▼

Good character consists of three essentials: (1) sound judgment as to what is right and wrong, (2) a strong sense of obligation to do only what is right, and (3) consistent habits of action in harmony with one's moral judgment and sense of duty. Good character is as impossible without any one of these elements as is cubical content without length, or width, or height. Furthermore, no one of the three essentials of good character can be reduced to, or produced by, any other. Unfortunately, many who have been influential in shaping educational theory and practice have been confused at this point, and have left to their followers a heritage of confusion.

Socrates mistakenly equated knowledge and virtue, holding that true knowledge and sound judgment always issue in right living, while wrongdoing is always due to ignorance. He was correct in insisting that sound judgment based on adequate knowledge is always identified with good character. He erred in equating the two.

Herbart, who died just one hundred years ago, revived significantly the intellectualistic determinism of Socrates. "Out of thoughts come feelings." "Volition has its roots in thought." In practice, this Socratic-Herbartian doctrine reduces character education, in which both men were supremely interested, to traffic in information. This momentous misconception became prevalent in education in the United States in the 1890's, when Herbartianism swept the country as a tidal wave, and still persists to a deplorable degree. It is perfectly obvious that many who know what is right still prefer and practice what is wrong. For character education knowledge alone, no matter how profound, is profoundly inadequate.

▼

Another lopsided theory of character education over-emphasizes the element of feeling. "Our intellect," G. Stanley Hall declared, "is a mere speck afloat on a sea of feeling." We think what we think, and do what we do, simply and solely because we feel as we feel. Character education, according to such emotionalistic determinism, would consist in fashioning properly the feelings of the learner, and nothing more. But to fashion one's feelings apart from thought and action is as impossible as to develop the trunk of a tree apart from roots and leaves. The tree trunk cut off from roots and leaves rots. Character unregulated by reason and undisciplined by action, left wallowing in a "sea of feeling," degenerates.

▼

A third source of confusion and frustration in character education is the theory that character is constituted entirely of the behavior of the biological organism. Deeds are the sole components of character. Deliberation and sense of duty are only misnomers for certain organic processes. Character education, according to behaviorism, would consist entirely of establishing certain bodily responses by the process of conditioning. All education, including character education, is thus reduced to physical education. Man is what he does,—and what he does is the mechan-

istic consequence of what he has done.. Moral judgment, ideals, and responsibility are relegated to the realm of unrealities, and *character* becomes a superfluous synonym for physical fitness.

Only a synthesis of the truth-elements found in rationalism, emotionalism, and behaviorism can constitute sound theoretical basis for character education. The person of good character, as we have said, discerns the right, desires the right, and does the right. He exemplifies the functional harmony of "head, heart, and hand" that is the essence of integrated, healthy personality. The ideal personality, at which character education should always aim, clearly perceives what is right, definitely prefers what is right, and consistently performs what is right.

▼

Character must be acquired, achieved. It is in no sense or degree inherited. We are born utterly devoid of knowledge or judgment of any kind, utterly devoid of any sense of duty, and utterly devoid of habits. John Calvin made a monstrous mistake in supposing that children are born little devils, inherently bad, totally depraved; and that, therefore, all their natural interests and inclinations must be denied and destroyed. Under the influence of this theory traditional schools became purgatories, where character education was attempted by concentration camp techniques. Nothing could be more brutal or futile.

▼

Rousseau blundered as badly in the other direction in supposing that children are born little angels, inherently good; and that, therefore, all their natural impulses and inclinations should be indulged and approved. Such a course leads not to development of good character, but, in the words of H. C. Link, "to mental and moral chaos."

▼

Character is acquired, achieved. Under the influence of other people the child, born neither good nor bad, becomes virtuous or vicious. This makes character education of some kind not only possible, but inevitable. Here is an opportunity every teacher and parent should welcome, and a responsibility no teacher or parent can evade.

In order to help the child to acquire good character, we must protect him so far as possible from vicious influences. He will acquire bad ideas, attitudes, and habits just as readily as good ones. The child who says "ain't" instead of "isn't", who drinks beer instead of milk, who chews tobacco instead of gum, and who invokes Deity in profanity instead of prayer, is the unfortunate, but inevitable, product of an illiterate, beer drinking, tobacco chewing, swearing society. The child should not be blamed. He should be shielded from unwholesome examples and influences as far as possible, whether these emanate from home, school, playground, movies, or what not. This is moral prophylaxis, one essential element in character education. Strictly speaking, there are no bad children; there are only bad parents, bad teachers, and unfortunate children.

▼

Successful character education must also be distinguished by a kind of everywhereness and all-the-timeness. It cannot be left to Sunday School or to a class in ethics. It must be the common and constant task of home, school, church, clubs, and other agencies. Within the school it must be the common task of every teacher and the common denominator of all courses. Pupils can learn courtesy, honesty and decency, in a course in biology as well as in a course in Bible, in a course in English as well as in ethics. No course belongs in the curriculum which does not make a positive contribution to character education.

▼

Sound character education must involve development of sound moral judgment. Parents and teachers are obligated to help children to know as fully as possible what is best. The everyday experiences of children provide many object lessons, about which they should talk, think, and form moral judgments. Well-selected reading should greatly enrich the child's morally significant experiences. History, sociology, economics, civics, and current events abound in facts the merits or deficiencies of which should be frequently considered. Pupils should be constantly encouraged to form their own evaluations on the basis of careful consideration of the relevant facts. Only in this way can sound moral judgment, a *sine qua non* of good character, be adequately developed.

▼

Just as important in character education is the development of a healthy conscience, a wholesome sense of obligation. Children accept in large measure the approvals, disapprovals, ideals, and loyalties of their elders, especially those about which their elders are unanimous and consistent. It is imperative, therefore, that teachers be excellent examples of what their pupils should become. By associating with persons deeply devoted to lofty principles, children have their own ideals ennobled and their sense of duty deepened "as men walking in the sun have their faces browned without knowing it." What a child is taught is important; but who teaches him is vastly more important. It avails little to make his mind keen, and leave his conscience dull. If children are to be morally healthy they must be provided opportunity and encouragement to be heroic. They need inspiration as well as information.

▼

The only other essential in character education is the development of wholesome habits. This is possible only if right actions consistently lead to success or satisfaction, and wrong actions consistently lead to failure or dissatisfaction

If the child be punished when he tells the truth, even about his own misdeeds, or if he escapes punishment by lying, he tends to become a confirmed liar. If a child gets a low mark by being honest while others cheat, or if he gets a high mark by being the most daring or clever schemer, he is tempted to become a crook. The so-called honor system is often highly efficient in developing dishonor. Ideally, wrongdoing should always lead to failure or dissatisfaction; and right action should always result in success or happiness. Only when homes, schools, clubs, teams, etc. put this principle into practice, can development of good habits be made universal.

It is to character education along these lines that we must turn if our citizens are to learn the right, love the right, and live the right. In the degree that we thus learn and love and live, we shall be both worthy and capable of defense against all foes.

The "Young Jurist" Looks at

Odd Points of Law

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THE POT OF GOLD

THERE are a number of matters of personal conduct in unusual situations with which youthful jurists are likely to be puzzled or sometimes even vitally concerned One of them is the acquisition of property for one's personal ownership. Up to certain youthful ages all property owned by children has been acquired by gift or inheritance. There are times before regular gainful employment, when young people may be considerably puzzled over the proper methods of acquiring material things.

One does not have to receive property as a gift or inheritance, or earn it by labor, in order to acquire it honestly. There is another honest way to get it, namely through finding it. One day in 1894 when William and Charles Cranton, who lived in Oregon, were about ten and eight years old, respectively they were hired by a neighbor, Sam Sloke, to clear away the debris that lay on the floor of an old hen house on his land. When they had hauled away several loads from the front end of the building, William, who was the older, in spading through the trash at the rear, struck the point of his shovel against a hard object buried three or four inches below the surface.

When he dug it up and examined it, it proved to be a rusty half-gallon tin can that was too heavy for him to throw into his sled unaided. After dragging it a little way, he called to Charles, "Here's a can that feels as if it's full of rocks." Since he could not remove the rusty lid with his fingers he chopped through it with the pick and pulled it off. The pick had cut through two small tobacco sacks inside the can, which were filled with old United States gold coins in fives and twenties. The boys slid the can along on the spade with considerable effort as far as the steps of the house.

Mr. Sloke came outside and inquired, "What have you boys?"

They replied, "A can of gold money."

"Where did you get it?" inquired Mr. Sloke.

"Out in the hen house, under the trash in the back part."

The boys gave the money to Mr. Sloke and promised to keep still about the circumstance after Mr. Sloke had told them that there was over 7,000 dollars in the can and that he had buried it sometime before, intending to use it when he needed it. Several years later, when the boys had come to suspect that the gold had not been buried by Mr. Sloke, they tried to gain possession of it but were refused. Then, through friends, they brought action in court and continued the case up through the Supreme Court of Oregon. In 1904 that court ordered a new trial and said that unless it could be shown that the Sloke family owned the money and knew beforehand that it was buried there, they must return it to the Cranton boys. It would then be the duty of the boys to take reasonable care of it until it could be returned to its true owner. If the owner were not found after a reasonable period of searching, then the money would belong to the boys.[1]

▼

Thus it is possible to acquire ownership of something by finding it. But one must be sure that the article found was really lost in the legal sense. It is not losing an article to put it away carefully in a place where one intends it to be, and then to forget where it is. One loses an article only when one parts with it accidentally against one's will. Even things buried in the soil in such a way as to show that the owner put them there intentionally are not lost. An ex-

[1] Danielson v. Roberts, 44 Ore. 108, 74 Pac. 913, 65 L.R.A. 526, 102 Am. St. Rep. 627 (1904).

ception to this may be buried treasure whose original owner may be long since dead.

▼

FINDERS KEEPERS?

Sometimes articles which may appear to be lost are really only misplaced and may not be appropriated by the finder. When Frank Silcott entered the safety deposit vault of the Louisville Trust Company one day, as he was going to his own rented box, he found a $1,000 Liberty Bond on the floor of the vault. He left it with the custodian of the safety deposit vault with the understanding that if the owner did not appear in six months he was to get it back. After six months, although the owner had not been found, the trust company refused to return the bond to Silcott. In this case the company and not Mr. Silcott was really entitled to hold the bond, because the floor on which it had been found was not a public place but one which was open only to customers of the trust company who had deposit boxes in the vault. When the matter was brought to court it was decided that the company had responsibility for all the valuables that were within the customers' boxes or within the outer door and walls of the vault. Thus it was the duty of the trust company to hold this bond for a reasonable length of time until the owner could be found. However, if this bond had been found on the open floor of the bank where the general public was expected to be, then the one who found it would have had a right to advertise for the proper owner and keep the bond unless he could be found.[2]

▼

MISPLACING A HOUSE

In parts of certain cities in order to make the city more attractive for homes, there is a requirement placed in the deeds to the lots that all houses shall be built at least a certain distance back from the street. The owner of a piece of land at Great Neck in Nassau County, New York, divided it into thirty-four lots. The deed to each of these provided that no buildings should be built within fifty feet of the street. Mr. Chesbro bought one of the lots and built a house forty-five feet from the street. Later Mr. Moers agreed to buy both house and lot from Chesbro; but when he discovered that Chesbro had not lived up to the terms of the deed he refused to complete his purchase. The court upheld Mr. Moers in that decision, because it pointed out that the owner of any of the other thirty-three lots could at any time bring an action in court to require Mr. Chesbro or any other owner of this house to move it back to a point fifty feet from the street or to cut off the front five feet of it. Thus Mr. Chesbro had destroyed his clear title to his own house and lot, as it stood, by disregarding the requirement in the deed; and he could no longer sell it to another with a clear title.[3]

[2] Silcott v. Louisville Trust Co., 205 Ky. 234, 265 S.W. 612, 43 A.L.R. 28 (1924).

[3] Chesbro v. Moers, 233 N.Y. 75, 134 N.E. 842, 21 A.L.R. 1270 (1922).

White Ones and Black Ones

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LONG ago we learned that there are Little White Ones and Big Black Ones. The Big Black Ones (sometimes known as D lies) have always been the most fascinating, and clubs are formed to carry on research and to perfect the telling skills. Prizes are given to those who create the most fantastic distortions of truth.

Weather, fish and human prowess have always been favorite topics to use in building up the D things but of course there is no good reason why any topic should not be one to lie about.

▼

Just at the moment we are having an exciting contest between the Hitlers and the Stalins. Whopper after whopper has been flung to us by those on each team so that now we are not sure as to our own sanity. Which side will get the medal for telling Big Black Ones has ceased to be the issue. The real problem is to figure out what they (those on both sides) are talking about. Are they talking about all the grains of sand on all the sea shores, all the leaves on all the trees in all the forests of all the drops of water in all the lakes and all the oceans? Certainly, they can't be talking about persons or tanks or planes. That simply couldn't be possible even in the D lie business. Even the most efficient prevaricator has some limits beyond which he does not go.

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We have learned about Life with Father and Life after Forty and Life With Only One's Self and now we are experiencing the thrill of Life with Liars.

Lie, lie and double lie! That's the game today. As to the output the purists call it propaganda, the liars call it news. Where and when it will all end no one knows, but we are sure of one thing and that is that when the time comes to wash out the mouths of the story tellers it will take a huge kettle of soap, and, one might cook up a pretty good tale concerning the probable size of the kettle.

The Education of Women: A Plea for Realism

BANCROFT BEATLEY
President of Simmons College
Boston

TODAY, when the demands of the nation require that our people make the fullest use of their productive capacities, it is imperative that we recognize at all levels of our educational system the importance of vocational preparation as an integral part of general education. Although this view has long been held by educational theorists, its acceptance in practice has been retarded by the force of the academic tradition. But now, at a time when the nation is undergoing what amounts to a social revolution, we can no longer permit academic tradition to deny to occupational preparation its proper place in the educational scheme.

In no aspect of American education is our failure to plan a program to meet the needs of the times more apparent than in our colleges for women. These institutions, of which few can boast of more than fifty years of existence, emerged at a time when women were just beginning the struggle for intellectual, economic, and political recognition. In a world dominated by men it was not illogical that our first efforts in the collegiate education of women should have been directed toward proving that women could compete successfully with men in a course of study originally designed for men. Since the typical college for men had been the liberal arts college, this pattern was adopted for nearly all the women's colleges established in the latter half of the nineteenth century. However valid this pattern of education for the young woman looking toward a life of scholarly pursuits, it is not broad enough in its conceptions to meet the needs of the majority of young women who today seek an education on the college level.

Those who urge the cause of a collegiate program devoted exclusively to the liberal arts believe that the best preparation for living lies in widening the intellectual horizon and in disciplining the mind and will without attempting to prepare for particular careers. That the nation needs men and women with broad intellectual horizons and disciplined minds and wills, no one can deny. But to assume that such success as the liberal arts college has achieved in meeting these worthy objectives extends to occupational life is to be blind to the requirements of the fields which educated young men and women may properly seek to enter. In the past, the practical effect of the liberal arts program on the young woman who had to use her education in earning a living was to turn her toward teaching, the only occupation for which her college work seemed to provide preparation. Today the requirements of the educational profession are such that few can qualify on the basis of a liberal arts program alone, and those who sought vocational opportunities other than teaching have discovered that the range of occupations open to educated women without technical preparation has progressively narrowed.

If we agree that the great majority of young women now properly attending college are not planning to be teachers or scholars, but desire rather to gain their livelihood and make their social contribution through other pursuits; if we recognize that the fields which will enable educated women to make the best use of their talents are those which now generally require professional or semi-professional education; and if we appreciate that in many of these fields the amount of preparation needed is not so extensive as to demand years of post-graduate study;—if we grant these things, is there any escape from the conclusion that the college for women is obligated to accept the vocational objective as one of its aims, and to provide a program that will enable its graduates to enter immediately upon productive work? Colleges which attempt to serve such young women maintain that liberal education and vocational preparation, far from being incompatible, are both aspects of general education.

The typical woman student today comes from a home where her parents have high educational ambitions for their daughter, but where the economic resources are insufficient to support easily a luxury program of education. After her college days are over, this young woman wishes to be on her own. She has done well in the secondary school, she likes school work, and she likes a good time. She readily admits that she hopes to marry and to have a home of her own. But she won't marry just for the sake of getting married. She may decide to forego marriage for the sake of a career, or to work out some combination of marriage and a career. In any case, she wants to prove first that she can do a job well.

The college which best enables such a young woman—and there are legions of them—to reach her objective takes a realistic view of

the kind of life she is likely to live. In the first place, she must become an intelligent adult. As a member of her community she should have an active interest in and an unprejudiced attitude toward social, political, and economic problems. Then she should develop her understanding of people, how they react to one another and to her. She must possess resources for the enrichment of life through literature, art, music, and worthwhile recreations. If she marries and has a family, she will necessarily devote a large share of her time to managing her home and guiding the development of her children. Through its program of liberal studies, the college can help her to become a cultivated woman with broad interests and a satisfying philosophy of life.

But this is not enough. This young woman looks forward to having a job—not just any old job—but one which really challenges her abilities. To meet this need, the college must help her to understand her capacities in relation to the demands of various occupations, guide her in the choice of an appropriate program of vocational preparation, teach her the body of principles basic to the field of her choice, and give her sufficient skill so that she can secure a position and be successful in her work from the start. In so doing, the college departs sharply from the academic tradition.

Those who oppose the idea of introducing vocational courses into an academic program seem to base their argument on the premise that liberal education is one thing and vocational education something quite different, and perhaps unworthy. One commonly hears the expression that the college is designed not to teach young people to earn a living, but to live—as if it were possible to separate the two. For most of us, work is a dominant life interest, and a type of education which studiously ignores this fact appears to be something less than liberal.

If the critics of vocational education in the college think of it as exclusively a training in skills, their objection is perhaps understandable, though founded on a misconception. Preparation for the types of occupation which are suitable for educated women means primarily the development of vocational intelligence—the body of ideas and principles upon which the work of the field is based. It is the *what* and the *why* rather than the *how*. All the skill in the world in the preparation of food will not make a sound nutritionist. She must be above all a competent student of dietetics. Dietetics, in turn, is an organized body of subject matter drawing its materials from chemistry, physiology, pathology, psychology, sociology, and economics—all thoroughly respectable members of the academic hierarchy. Whatever skilled training must be offered should not be regarded as unworthy, but as essential in applying ideas and principles to the demands of the job. Courses which aim to develop vocational intelligence are not fundamentally different in content from so-called liberal courses. They merely have a different objective and a different point of departure.

Your editor asked me to write an article on the Simmons Plan. I have preferred, instead, to justify the educational goals toward which this college and others with similar objectives are working. Since Simmons was the pioneer in this type of education for women, it may reenforce what I have already said if I describe briefly the manner in which this college seeks to unify cultural experience and professional preparation.

From small beginnings forty years ago, Simmons has grown to become one of the largest of the women's colleges. For thirty-two of those years the College had the benefit of the wise leadership of Dr. Henry Lefavour, its first president, who conceived the plan and built an able faculty to carry it out. At its inception the college organized the academic departments typical of the liberal arts college and, in addition, those of household economics, secretarial studies, and library science. Although the students were enrolled in schools which bore the names of the vocational departments, the programs of these schools were planned to meet non-vocational as well as vocational needs.

To the three original schools which are now named Home Economics, Business and Secretarial Studies, and Library Science, there have been added six others: the Schools of English, General Science, Nursing, Social Work, Store Service, and Preprofessional Studies. The work in the academic fields has also been broadened so that it now includes English and other modern languages, fine arts and music, the social sciences, philosophy and psychology, and the physical and biological sciences,—an offering of sufficient scope to permit the College to provide a program devoted exclusively to the liberal arts if it chose to do so. Graduates of the college find ready employment in libraries, publishing houses, business offices, stores, restaurants, laboratories, schools, hospitals, public health agencies, social agencies, and government bureaus. In most instances the requirements of a full life including the professional aspect can be met within the four-year undergraduate period, but in some fields, notably social work, professional standards now demand graduate study. Some students will probably always prefer four years of liberal arts before undertaking occupational training. For such, Simmons maintains a series of programs, usually one year in length, in which intensive preparation for work is provided.

Whatever their professional goal, students who seek admission must all meet the same standard. The requirements are flexibly defined so that secondary-school graduates of high ability are eligible irrespective of the pattern of their high-school programs. In

their first year at the College, the students give substantial attention to discovering their own abilities and to learning the requirements of the various occupational fields. Following this process of orientation and guidance, the student enters one of the professional programs in her second year. Most of them find their choices satisfactory, but the few who do not may change fields as late as the beginning of their third year, usually without loss of time in completing the requirements for the bachelor's degree.

The emphasis on the vocational aspects is greatest in the senior year, when field work is introduced in order to facilitate the transition from college to employment. Most students, however, find the opportunity even in their last year to pursue their interests in academic studies. On the completion of her program, the student receives the general degree of Bachelor of Science, or, in the case of certain graduate students, the degree of Master of Science. The fact that Simmons awards no professional degrees serves to emphasize its aim of general education in the broadest sense.

That such a program meets the needs of our students, at least as far as economic life is concerned, is attested by the fact that even in the depth of the depression years, the demand for Simmons graduates was well sustained. You may well ask, however, what the permament value of this vocational preparation is if the graduate marries and gives up her occupation a few years after leaving college. The training in skills has doubtless served its purpose in enabling the graduate to secure her first position and be successful in it. But there remains a basic understanding of the principles of nursing, business, social work, or other field that will make her a more effective home-maker, a more intelligent consumer, and a more vigorous supporter of the constructive enterprises in her community. Simmons College has a far from perfect answer to the problem of higher education for women, but if this problem is approached realistically with a view to all the possibilities that life holds in store for the educated woman, some such integration of cultural experience and vocational preparation will be necessary to meet the demands of the times.

Is It Good for the "Quiz Kids"?

GEORGE W. LYON
Pittsburgh

WOULD YOU WANT YOUR CHILD TO BE A "QUIZ KID"?

WHATEVER the pecuniary rewards might be, or however much you might be flattered by radio publicity as the parent of a little bud of genius, would you want to prostitute your child's mind to the selfish and material ends of some advertiser? Where else could an advertiser find such cheap radio talent?

What must seem so inconsistent to a logically-minded educator is the way that some well-meaning, reputable educators can be inveigled into participating in these programs, and their accepted reputations, and presumed knowledge of educational matters can be used to endorse "the great educational value" of this quiz idea that brings out and develops so much budding genius. These educators are being exploited for the ends of advertising just as are the children, the difference being that they are "invited" to participate while the children are paid.

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Now these same educators who endorse the "Quiz Kid" idea with so much real or assumed enthusiasm seem to forget that growing minds, like growing bodies need a normal development. It is not the purpose of education or of educators to develop prodigies. Education is no sideshow. Special talents, particular abilities and aptitudes should always be encouraged but never forced. Let their flowering be natural, normal and in due course of time. Educators who really know their psychology understand that when there is too much *positive acceleration* in the learning process very often a *mental plateau* is reached where further learning slows down or slumps. Observant people—and they should include the parents and teachers of "Quiz Kids"—must have seen examples of this in practically every community. One that might be cited is the Harvard University infant mathematical prodigy of some years ago who later as an adult found his occupation running an elevator.

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Parents are, of course, flattered to have a "bright" child. This is a perfectly natural weakness. If their offspring is labeled as "bright," "talented" or "promising" these words are as unction to the parental soul. This does not mean, however, that they should find pride, pleasure and satisfaction in exploiting their child's particular talents to his own hurt.

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If the hurt were only that of over-much publicity, perhaps the practice could be condoned. But this is not all, and educators and psychologists, if they are honest with themselves, the parents and the public, to say nothing of the children, know that the practice can result unfavorably for the

children's normal future development.

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How is the "Quiz Kid" going to orient himself at school and in his social group made up of children of average abilities and attainments? Will his position in the group not be analogous to that of "teacher's pet"? If your memory carries you back to school days, you can recall that "teacher's pet" did not always have such an easy time of it. In a situation of this sort the child may react in one of two ways. He may become self-conscious, introspective and even depressed at times by the constant "kidding" of his companions. Or if he is able to take all their banter, he may employ a sort of defense psychology and become an insufferable little snob. Either one of these results is deplorable enough, but the second is probably better, psychologically considered, than the first, since healthy, active and normal associates and playmates can usually knock the conceit out of any prig on the playground, and soon teach him that the group is greater than the individual, no matter what his mental attainments.

The more serious aspect of the situation appears when one considers what adjustment to life a "Quiz Kid" is likely to make when he grows up. Prodigies and geniuses do not, as a rule, grow old gracefully. They not infrequently sour on life and the world in general. It is not pleasant to live on an intellectual plane too far above one's fellows. You remember that line of Wordsworth's descriptive of that great but lonely soul, Milton:

> "Thy soul was like a star,
> and dwelt apart."

Editorial Postscript

The objections advanced by Mr. Lyon regarding the effects of children's quiz broadcasts upon those taking part in them, cannot, of course, be fully evaluated without further study, part of which would need to be postponed a decade or two until it can be determined how the quizees turn out. And by that time so many extraneous factors would have entered the picture as largely to vitiate the results.

Two main questions are really involved. One has to do with the effect upon the participants—this being the question that Mr. Lyon takes up. The other question that needs to be weighed alongside this one, relates to the possible value of the quiz broadcasts to children who listen in.

On both these questions THE JOURNAL OF EDUCATION has been in correspondence with the management of the widely-known children's radio feature, the "Quiz Kids" of Chicago which is heard over an NBC hook-up every Wednesday evening. At the suggestion of this magazine, an inquiry is now being made among the parents and teachers of the eighty or more children who have starred on these remarkable shows, to ascertain how the experience seems to affect the youthful participants. We hope soon to give our readers the results of this study.

Regarding the influence of these particular broadcasts upon the listening children, Mr. Joseph W. Bailey, of the Quiz Kids organization writes us as follows:

"We have made it a practice from the very beginning to watch our mail very carefully and particularly the comments about the program from various teachers, school principals and other educators. Their attitude has amazed me in view of the traditional feeling. The reactions have been unbelievably favorable. We have received hundreds and hundreds of letters from such people, and practically all of the comments have been commendatory. We get statements like the following:

" 'My pupils seem to take more interest in learning for itself since the Quiz Kids have been on the air.'

" 'We discuss the Quiz Kids program and the questions used, every Thursday morning in assembly.'

"One teacher wrote that the only homework assignment she gave on Wednesday was to listen to the Quiz Kids that night. Actually hundreds of schools and clubs run Quiz Kids sessions in their classrooms or clubrooms, utilizing material that we have made available to schools and clubs upon request."

One of our Advisory Editors, Carroll R. Reed, as President of the American Association of School Administrators last year, wrote to the operators of the Quiz Kids feature: "I am sure that your program has made a contribution to American education. It has served to stimulate the interest of children in knowledge. It has dramatized the significance of exact and usable information. Children everywhere have come to believe that it is smart to be intelligent. You have glorified intelligence and have made children appreciate and desire to achieve leadership in the field of the intellect."

As to whether the Quiz Kids themselves are being "butchered to make a Roman holiday" watch these pages.

Some Books You Would Enjoy

MARY ALLISON BELDING

Who Walk Alone

One of the most enthralling books that I have read in recent years is "Who Walk Alone" by Perry Burgess; incidentally his first novel. Already in its sixth printing, this is the story of Ned Langford, young man of our Midwest, who served his country in the Philippines during and after the Spanish-American War, and, nine years later, when he had returned to the United States and was established in business and about to marry a splendid girl, discovered himself a leper. How he met the shock, how he managed to disappear from his family and sweetheart without their suspecting he was on his way to the leper colony of Culion in the Philippines, and how he stood up against the lot that Fate had handed out to him, makes a tale that stirs every emotion within you. The physicians in the story are each in his way the embodiment of kindness. One of these has cautioned him to avoid all contact with people. When Ned questions how it is that the physician himself plans to keep on seeing him, the reply comes: "I am your doctor." Do not shy away from this book because you fear to find it morbid and repellent. It is an epic of human fortitude that you will not wish to drop until you have finished it. It has the effect of making one's own handicaps seem pretty trivial.

Aunt Elsa

For quiet humor and clearcut characterization of a quite unusual person, read *Aunt Elsa.* A grown man's recollections of an elderly widow, believed by some to have dealings with "the D——," and thought by others to be just plain daft furnishes a study that it would be difficult not to like.

Why does no one ever see a light in Aunt Elsa's cottage on the Salem Road? What is the real truth about her son Henry who, she said became Governor of Oregon or "one of those States out there"? Why did Aunt Elsa go on through the years paying monthly visits to the office of a shipping company in Boston, to inquire when her husband's vessel could be expected to sail into its home port? The secret is disclosed at the end. But before you come to it you will have traversed a dozen chapters of rare entertainment. You will learn why the author acquired an early prejudice against going to Heaven. You will gain a casual acquaintance with Willie Updike, whose nose bleeds whenever he is upset emotionally. And you will—but why tell you all of it? You may challenge Aunt Elsa's view that the universe is indifferent to human beings. But the book is a book, and you will regret to see Aunt Elsa slipping out of it.

A Second Treasury of The World's Great Letters

Much of the world's most brilliant writing has been done in the form of personal letters. The Second Treasury may seem from its title merely an overflow from the collection made a year ago, but the overflow is hardly less fascinating and its quality and quantity suggest that still more treasuries could be formed without deterioration.

The collection is recommended rather for occasional dipping than for cover-to-cover perusal. Commencing with certain letters of Cicero, the anthology proceeds chronologically down to the present year when Virginia Woolf, war-maddened, wrote her farewell notes.

Here are letters written in every conceivable mood and for all sorts of purposes. Nearly all of them are by famous men and women. Take this short sample, written by Queen Elizabeth to the Bishop of Ely, whose house she wanted for a courtier:

"Proud Prelate: You know what you were before I made you what you are now. If you do not immediately comply with my request, I will unfroek you, by God. Elizabeth."

The letters are accompanied by ample explanatory material. Altogether it is a stimulating volume, even if pretty strong medicine at certain points.

The Timeless Land

For a dramatic tale in an unfamiliar setting, we may turn to "Timeless Land" by Eleanor Dark. The scene is laid in Australia, on the eve of the white men's coming in 1788.

To begin with we are introduced to the natives, their customs and codes and we become interested in one Bennilong, whose father before him had scratched pictures on the rocks, showing winged boats as he had glimpsed them once when men from far away had visited the coast.

The reader is led to sympathize with both the natives and the intruders. We follow the adventures of Bennilong as he accepts the white men too eagerly and is gradually dragged down by his absorption with their ways—an actual historic character, this Bennilong.

On the other hand we follow with equal eagerness the vicissitudes of the English colonists—mostly convicts—under their Cap-

tain Phillips. Theirs is a sorry plight. Only one Englishman, Andrew Prentice, manages to prosper, and this by deserting his companions and joining a tribe of natives.

The book is done with vividness and charm. Action is slow at times, then quick and stormy. The illusion of timelessness that the virgin land wove about itself, is depicted as it could be only by an author whose imagination had been deeply stirred by this aspect of the life primeval in a country not yet overrun by civilized usurpers.

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Windswept

In her latest venture "Windswept," Mary Ellen Chase takes us to an unidentified promontory far to the east on Maine's tide-swept coast. Here Philip Marston, wealthy New Yorker, determines to build a summer home because the lonely but sightly spot appeals to something in him. Together with his son John, a lad in his early teens, he draws a plan which not he, but the lad and heir, is destined to complete and occupy. How the house becomes a reality, and how it—Windswept—builds its influence and that of the very scene and atmosphere into the lives of John and his friends, his wife and children and even his children's children, is told with that power of characterization which is Miss Chase's special gift. To another author such a place would have suggested mysterious and tragic happenings to torture the mind of the reader. Not so with "Windswept" Dignity and honor, the lives of ordinary persons broadened and deepened and made radiant with a noble philosophy, the quiet experiences of everyday living in an invigorating atmosphere—these are the elements that comprise this book. There are unforgettable persons in it. As in Miss Chase's early work, "A Goodly Heritage," the thought that Nature, as it blows upon this northeastern corner of the country, does something, everything, to those who responded to it, is inherent in this newest of her works.

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Native American

To those who have known Ray Stannard Baker, if only as David Grayson of "Adventures in Contentment" and similar essays, it was a foregone conclusion that any autobiography he might write would be of absorbing interest. "Native American" is the title chosen for his remembrances.

The period covered extends from 1875, when as a child of five he went along with his parents from Michigan to a pioneer settlement in Wisconsin, to 1892 when he started his journalistic career on the staff of the Chicago News Record. The story deals with frontier days and persons. There are Indians, halfbreeds, lumbermen, and new settlers. Here is the life of a worthwhile American, developing under that unique blending of environment and innate qualities possessed by no one else in just the same proportions.

Baker's father stands out as a strong character having a knack of commenting keenly upon men and events. There is no cemetery in the township because no settler has yet died—"but there's talk of shooting old man Perkins as a good beginning," the parent explains.

There are good chapters on a district school and what the author learned in spite of it, and on Professor Beal, who taught much more than botany in Michigan Agricultural College when Baker was a student there.

The only out about this autobiography is that it stops too soon. Its author hints that he will go on with it, and if he does, I, for one, shall wish to read the sequel.

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Inside Latin America

What John Gunther had already done in acquainting Americans with the lands of Asia and of Europe, he now essays again to do for our neighbor countries of this Hemisphere.

"Inside Latin America" is not a history, though it contains history wherever this is needful to a comprehension of the present situation in a given country. It is not biography, although it contains many anecdotes and sketches of important personalities. It is excellent reporting, as were his earlier works, and it is reporting on a vast scale, dealing with momentous matters, yet in a genial and informal fashion that allays the reader's fear that he is being educated—which he is.

To know these Latin countries, their attitudes and their problems, has become a duty of every intellectual leader in the United States. Try almost any chapter of this volume and you will become its devoted reader from the first page to the last.

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My Friend Flicka

A boy on a ranch who yearns for a horse of his very own, a mother who understands and wants to help; and a father who does not see the point when his son already has access to many horses—these are the elements from which Mary O'Hara has woven her first book-length story. It is "My Friend Flicka." The tale contains plenty of good excitement and some intrigue, as Ken strives to overcome opposition and accomplish the desire of his young heart.

Since most youngsters love a book in which there is a pony, "My Friend Flicka" will have many friends. It is wholesome reading and entertaining withal. I offer it as a gift suggestion for that boy or girl who may be needing suitable material to persuade him or her that reading is a great resource of joy and recreation.

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Mountain Meadow

"Mountain Meadow" by John Buchan closes a saga that treats

of a circle of privileged Londoners, whose exploits, conversations and theorizings exhibit more of quiet charm than of exciting brilliance. Here and there one runs upon a prophetic note, or a summary in few words of some great idea.

"Mountain Meadow" centers about the activities of Sir Edward Leithen, in carrying out his resolution to die with his boots on. His physician has given him only a year to live—and he is sixty. As he winds up his affairs in London, a challenging invitation presents itself, namely to go in search of a man of importance who is missing, somewhere in America. The quest carries him to New York; thence to Quebec, and on into the Canadian Northwest and into the Arctic Circle. He withstands the hardships of climate and travel and the lack of civilized comforts until he has found his man and won him back to the world he had abandoned and the wife who comes to Canada to claim his love. Your main interest is in the leisurely beauty of the descriptions, and in the meeting with humans of a special type, worldly, realistic, but under a divine compulsion to repay in noble deeds the death imposed by high station—the creed of *noblesse oblige*.

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Country Schoolma'am

The author of "Country Kitchen" and "Home Grown" has won an expectant audience which will welcome her newest offering, "Country Schoolma'am" with customary eagerness.

Based on experiences of her own girlhood, when she took charge of a one-room rural school at the callow age of sixteen, the book deals in intimate detail with characters and incidents that may be unimportant in themselves but seem quite otherwise when infused with Della Lutes's human sympathy and kindly humor.

Those were the days when poorly educated teachers undertook tough tasks with a courage that was often foolhardy. If they stuck it out, they learned more than their pupils. But isn't this true of most teachers even in this age of certificates and advanced degrees? I have heard it whispered that it is.

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Big Family

Those who enjoyed "Country Lawyer" will not be let down by "Big Family," in which the same author, Bellamy Partridge, depicts the life of that lawyer's large household. The varied inter relations of eight children and their parents in and about their sixteen-room house, are recounted with a skill and zest that make for happy reading. The period is that of the nineties; the place the village of Phelps, New York.

WHO WALK ALONE by Perry Burgess Henry Holt and Company	$2.75
AUNT ELSA by E. G. Pinkham Alfred A. Knopf	$1.50
A SECOND TREASURY OF THE WORLD'S GREAT LETTERS Edited by Wallace Brockway and Bart Keith Winer Simon and Schuster, Inc.	$3.75
THE TIMELESS LAND by Eleanor Dark The Macmillan Company	$2.75
WINDSWEPT by Mary Ellen Chase The Macmillan Company	$2.75
NATIVE AMERICAN: THE BOOK OF MY YOUTH by Ray Stannard Baker (David Grayson) Charles Scribner's Sons	$3.00
INSIDE LATIN AMERICA by John Gunther Harper & Brothers	$3.50
MY FRIEND FLICKA by Mary O'Hara J. B. Lippincott Company	$2.50
MOUNTAIN MEADOW by John Buchan (Lord Tweedsmuir) Houghton Mifflin Company	$2.50
COUNTRY SCHOOLMA'AM by Della T. Lutes Little, Brown and Company	$2.00
BIG FAMILY by Bellamy Partridge Whittlesey House	$2.75
CLARA BARTON by Blanche Colton Williams J. B. Lippincott Co.	$3.50
SARATOGA TRUNK by Edna Ferber Doubleday, Doran & Co.	$2.50

Take the episode of the brown derby. That innocent headpiece, bestowed upon young Bellamy by his mother for Easter proves too much for the other boys of the neighborhood to endure. Bellamy lingers in the vestibule on the way out of church, and when a leering contemporary advances upon him with "Where did you get—?" Bellamy lets him have one, and the other boys outside the church are soon involved in a general riot in which the brown derby is mercifully torn to tatters. Next time Mother starts to have one of her boys set the fashion, (with a pair of kid gloves) Father intervenes. If any boy is going to be picked on for being a sissy he wants his boys to be on the side that does the picking!

The big family is indeed a likeable and lively group, and the resulting yarn makes delightful material for reading aloud, even in a family of today—less big perhaps but no less fond of fun.

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Clara Barton

With the worst of all wars now in progress, a book about the founder of the American Red Cross attracts our attention. Born in 1821 and living well over into the present century, Clara Barton stands out as a woman of remarkable sympathy, resourcefulness and organizing ability. Beginning her public works of mercy for the soldiers of her own village in Massachusetts at the outset of our Civil War, she soon found herself the center of a much larger service, that ranged from supplying bandages and comforts for the men in uniform to the tracing of missing soldiers for their families. Not only the Civil War but the Franco-Prussian and the Spanish-American conflicts furnished outlets for her special talents, as did many a peace-time emergency in the intervals between. It was her high task to develop the American Red Cross from the nucleus she had formed—

and her struggles to gain recognition for the society that has become the nation's main reliance in disastrous times make exciting reading. Miss Williams's book is based principally upon a set of diaries that recently came to light. Here are charity and courage a-plenty in a heroine who really existed and has left a memorial more enduring than bronze and more vitally useful.

Saratoga Trunk

One of our ablest chroniclers of American life is Edna Ferber, and in "Saratoga Trunk" she hits upon a theme and a time that are well suited to her gifts. Fashion capital of the United States in the Victorian era, Saratoga stands for mineral springs and horse racing and all the wealth and display of an era in which some Americans grew fabulously rich from pioneer enterprises and vast speculations now no longer open. But Saratoga is only incidental. The story is that of Clint Maroon, who becomes the most powerful railroad magnate in the country, and of Clio Dulaine, daughter of a Louisiana aristocrat and his French mistress. Each has a special desire to avenge a wrong, and their lives are interwoven to make one of Miss Ferber's strongest novels.

Christmas in the Classroom

MIGNON QUAW LOTT
Baton Rouge, Louisiana

IT IS a wonderful thing to give gifts at Christmas. But the terrific pressure brought to bear on Christmas giving by advertisers, the wholesale giivng of gifts has become a terrific burden upon the people of our nation.

Don't you yourself shudder when you think of those ominous words "Only 5 days till Christmas!" "Only 3 days till Christmas!"

If you, as a teacher, shudder, what about parents with several generous youngsters who are filled with the spirit of Santa Claus and the great happiness that generosity brings. Multiply each child's friends and relatives by the number of children, and each five cent piece spent for some trifle assumes alarming magnitude. On top of it usually comes "a gift for teacher!" This is positively the last straw.

Many considerate teachers are changing all this. In their grades they are instituting a custom known as 'drawing", in which each child draws the name of some other child to whom a very inexpensive gift is given.

This mercifully does away with the condition in which some popular and glamorous girl carries off Christmas booty to the extent of a dozen gifts, while some other child has nothing.

"I got fifteen presents at school!" I once heard a girl of thirteen announce triumphantly, much as a pirate would exult over his booty.

"I didn't get but one, and I don't care a bit;" her small sister stoutly replied.

Why not stage a Christmas gift contest in your grade this year? The idea of it is to see who can contrive the most original and appropriate gift for the person whose name he draws. This gift must cost not more than a penny or two and be made of such materials as: old inner tubes, autumn leaves, macaroni, toothpicks, crepe paper, pipe cleaners, gum drops, raisins, etc. One consideration is that no gift should hurt the feelings of its recipient.

Terms of the contest should be carefully prepared, and a prize costing not more than a quarter should be given. The teacher could be included in the drawing for gifts, thus solving the children's problem of including the teacher in the Christmas giving.

A whirlwind of fun results from a contest like this—much more fun than could be had from expensive gifts. Appropriate verses or sentiments should accompany each article.

Another inexpensive and fun-producing affair is a Wishing Tree on which tree hangs wishes that each child gives another child, teacher included in the giving. Rhymed and other kinds of wishes are appropriately wrapped and labeled, care being taken to see that there is no sting in any package. Such wishes as 100% *in Spelling, The place of football captain, A Trip to South America, A Place on the Program with the Quiz Kids,* when put up in rhyming fashion create much fun and cost nothing.

Still another economical tree is the *Dramatic Christmas Tree.* Each child receives some object on the tree. Children are divided into groups of five or six youngsters. Each group must now present a Christmas drama, using every one of the articles drawn off the tree. Give them five or ten minutes to rehearse, then produce the stunts, one after the other. You'll be amazed at the excellent results.

A Christmas in Reverse sees the children giving instead of receiving. Santa Claus, with a red, white and blue pack, receives offerings of food which is later turned over to some charitable organization.

With such simple and inexpensive devices as these, even the announcement, "Only one more day till Christmas!" need have no depressing effect.

The Trail of Reading Methods

From the Horn Book to today's many studies of reading, teaching this art has been a worry.

FLORENCE A. GRITZNER
Cedar Rapids, Iowa

WE HAVE always had a "best method" of teaching reading, ever since the Pilgrims first brought the Horn Book to this country. Changes in method were made slowly, until within the past fifty years. Let us review briefly the progress of these methods, both old and new.

Religion furnished the basis for the first readers, the Ten Commandments, the Lord's Prayer, the Creed, and the Catechism. The schoolmaster fastened his paper copy to a board, shaped like a paddle, and covered it with a thin layer of transparent horn—thus the name *Horn Book*. Later it was improved to the extent that the copies could be exchanged. Then a string was looped through a hole in the handle, and hung about the child's neck so that he could not lose his book. Whether or not the paddle was used for other purposes, in those days of "hard and fast" rules, we are not certain. The *Horn Book*, either plain or gilt, was on sale in Philadelphia as late as the year 1760.

Although the ABC books were built around Biblical characters the New Englanders were not satisfied. They wanted even more religious material in their books. They had *The New England Primer* printed. It was a book of about one hundred pages with wooden covers and very tiny, 2½ by 4½ inches.

The schoolmasters' approach to reading was analytical and, so they thought, logical. They decided that since language was made up of words and words made up of letters, that the letters should be taught first. Since syllables came before words they began by teaching syllables of two letters, then syllables of three letters, and so on up to syllables of five letters. From these meaningless syllables the child was expected to get the words, although sounds of letters were given no consideration. The child did learn to read, if he was blessed with native reading ability, but do you wonder that illiteracy was common then?

The masters were confused and sorely tried as to the method of presenting the letters of the alphabet. They found it to be useless to present them in alphabetical order. They mixed them up on lettered cubes and went so far as to inveigle the children into learning them from cards with letters and pictures.

The New England Primer had Nathaniel Strong's the *Perfect Schoolmaster* for a competitor. Mr. Strong claimed his book could teach the child to read, write and spell with exactitude. The ultimate aim of both books, however, was to teach the child to read Scripture.

The Revolutionary War brought about a change in reader content. Religious material gave way to subject matter dealing with patriotism and morals. The fable and "good things for good children and bad things for bad children" prevailed.

The alphabet method of teaching still held sway, but Webster's Speller, the "blue-backed" speller, indicated that the sounds of letters should be given attention. Webster emphasized elocution, with much stress upon articulation and pronunciation. The process resulted in parrot-like learning, for the teacher read the sentences according to Webster's lengthy rules and the child was asked to repeat them after her in exact imitation. This elocutionary procedure was dominant until the close of the World War.

In 1840 a revolt against patriotic and moralistic subject-matter took place. Although this material was not entirely omitted from the readers, informational stories and stories of Nature were added to the reading list. About this time Bumstead introduced the word method of teaching through his *My Little Primer*.

Where syllables of two letters were used for beginning drill now words of two letters were used. *It*, *in*, *as*, *ox*, and *an* took the place of *ab*, *ac*, and *ad*. McGuffey's reader contained such stories as:

Am I in?
Am I in it?
I am in it.
So is he in it.

It took about thirty years for the word method to get started, then it lasted for only about twenty years.

It was really Horace Mann who caused the downfall of the Reign of the ABC method and furthered teaching by the word method. In 1843 he returned from Germany where he had become imbued with the methods and principles of Pestalozzi. "As a general rule,"

he said, "six months are spent before the twenty-six letters are mastered, though the same child would learn the names of twenty-six playmates in one or two days." He also advocated the use of objects and pictures familiar to the child to stimulate reading.

During the nineties people began to question the word method. Why not use more than a word at a time? Why not a sentence? Why not an entire story?

About this time the New Herbartians began to spread their theory concerning education. They contended that education should be cultural as well as moral, so stories of literary value should be used to develop the child in many ways. Thus "Little Red Hen" and "The Three Little Pigs" came into their own. The accompanying method (preparation, presentation, comparison and abstraction, generalization, and application) taught children, for the most part, to read fluently, but the upper grade teachers soon complained that the children could not spell well. Methods and more methods for teaching primary reading then came into existence.

These many methods may be grouped under two headings, the synthetic and the analytic. The synthetic methods dealt with sounds. In the phonic method the child was taught to give the letter by sound rather than by name and to work out words in this way, but since some letters had more than one sound difficulties arose. In order to overcome these difficulties the phonetic method or the use of diacritical marks came into vogue.

The word method enjoyed a revival but this time the beginning child was taught to recognize about seventy-five words by sight. From these words phonetic parts were chosen which he could use in working out other words.

The sentence method stressed the thought or idea, then the individual words. In the story method a story of cultural value, with many repetitions was taught as a whole until the children knew it thoroughly. Then the story was broken into parts and the words and phrases considered.

Scientific research brought about the next method, the silent reading method. It took time to read orally, so why not do away with oral reading since comprehension and speed were closely allied? Now the upper-grade teachers complained about poor enunciation and pronunciation, but the scientists had an answer ready for them. Techniques! Abilities, habits and skills! With techniques reading improved again, but many complained that all enjoyment for reading was killed. Extremists wanted to take reading, as a formal subject, from the curriculum.

The past decade has been one of continued research. More than a hundred investigations a year have been reported. Remedial reading has received its share of enthusiasm. The thought process instead of a phrase, word or part of a word is used as a basis for teaching reading, with no formal phonic or phonetic drill. Systematic training in reading, it seems, is to continue. However, the child and his interests and needs will determine the method. He must be ready physically, emotionally, socially and mentally, to read, regardless of his chronological age, and above all he must have a *desire* to read.

Today educators say there is "no one best way" to teach reading and that we think more of "reading to learn" than of "learning to read." Tomorrow will determine the success of Today.

The Announcement

RUTH ANDERSON
Aberdeen, South Dakota

OH-H! I can't believe it! This can't happen to me! Not like this. Without a word. Without a hint. Without a reason. They say those things happen without reason. Oh, I hate it. Everyone wondering why. Already my ears are burning."

"What is it, dear?" But Jean's eyes were riveted to her letter, and her mother sat back as usual to wait for an anwser. Jean kept up a disconnected monologue and her mother tried to fill in the gaps.

"Everyone will be 'phoning me. They'll be wondering how I'm taking it. I don't think I'll tell them I didn't know until I got this announcement. O dear! A person shouldn't plan ahead. It would have been easier if he had told me first. It would have been easier to look casual and as if I didn't care—as if it were the way I wanted it.

"I wonder who she is. Funny I guess I was too sure of myself but it's been two years. I know now how Mary felt. But I'll be different. I won't let anyone know I care. Only, it's hard to pretend when you can't think of anything to be glad about. I'll think of something. I always have—but gee! I will mind the walking."

"But Jim didn't have a car, did he?" her mother interposed.

"This isn't a letter from Jim's mother. It's a school circular from my superintendent. I'm transferred to a building fourteen blocks away.

Child Guidance in Greenwich

"The classroom teacher is really the key person in the entire program of child guidance."

HARDY R. FINCH
Greenwich, Connecticut

OUR Department of Child Guidance is composed of a staff which includes three visiting teachers, a psychologist, an attendance officer, and a secretary. The psychologist acts as the director of the department and one visiting teacher is the case supervisor directly supervising the work of the visiting teachers. These workers serve the ten elementary schools and the Senior High School: Kindergarten through the twelfth grade.

The visiting teachers are trained social workers as well as having had experience as classroom teachers. Their work involves direct work with parents, teachers, principals, and social and recreational agencies. This work includes getting information and sharing with professional personnel vital factors learned. It affords an opportunity to coordinate and interpret data gathered from the various sources. Whenever a problem situation is noted by the school, home, or social agency concerning a school child, the department is equipped to assist in its solution.

The psychologist is in charge of all testing in the schools. He carries on educational research and assists in the formulation of diagnostic and remedial practices along academic lines. His work involves promotional, grading, and curricular plans. However, the greater portion of time is spent on examinations of individuals in problem situations. With the home, school, personal, and social history of a child compiled by the visiting teacher he is able to administer diagnostic examinations and conduct interviews to determine the child's capacities, academic achievement, special abilities, handicaps, special interests, and attitudes toward self, school, and home.

With all of this information gathered, a conference is held with the principal, teachers, and visiting teacher. The data are reviewed and a plan of procedure is developed. An analysis of known factors is made in two areas: (1) those elements which are remediable; (2) those factors which are non-remediable. The teacher's, visiting teacher's and parents' functions are then defined. In this way, a cooperative plan is worked out in order that a child may fully develop personally, socially, emotionally, and academically. The department acts as a guiding, consultative agent until the problem situation has been relieved.

The most frequent problem situations demanding mental hygiene assistance which come to the attention of the department include the following: academic difficulty, speech defect, lack of confidence, lying, stealing, fearfulness, sensitiveness, unsociable behavior, social or emotional immaturity, and related difficulties.

A few major activities of the department include the following:

(1) Home visits with kindergarten teachers to meet all parents of entering children;
  (a) In order to become acquainted and interpret school objectives and routine;
  (b) Also, to note type of home from which a child comes; his pre-school development; disease history; companionship available in neighborhood, etc.;
(2) Whenever possible, home visits to parents of children in grades above kindergarten who have just come to town.
(3) Conduct and supervise study and discussion groups with parents. Major topics of discussion involve child development and phases of mental hygiene as well as interpreting the changing function of the school.
(4) Work closely with P.T.A. groups.
(5) Work in close cooperation with all social and recreational agencies serving the community.
(6) Members participate in teacher and administrative staff meetings.
(7) Psychologist outlines work for adjustment classes and determines placement of exceptional children.
(8) Work led to establishment of: adjustment teachers; lip-reading class; use of sight-saving materials for the partially blind; and remedial program in the schools.
(9) Work of visiting teacher in establishment of recreational group in area where facilities were not adequate to meet needs led to program expansion by town agency.
(10) Coordination and articulation of all areas of child guidance throughout the school system.

The constant objective guiding the department's work is to increase the application of mental hygiene principles in order to insure wholesome personality development of children. Although much corrective work is performed the major approach is to increase preventive measures throughout the schools. The classroom teacher

is really the key person in the entire program of child guidance. It is she who first notes symptoms of difficulties, who carries on daily corrective procedures, whose personal attitudes and methods influence deeply the pupils in her charge. The members of the Department of Child Guidance supply special services in all areas of mental hygiene and social service. Their work supplements and correlates, never replaces, the work of any other member of the school personnel.

Teachers Are Opinion Makers

GRACE LAWRENCE
Linden, New Jersey

A CONTROVERSIAL issue introduced simultaneously into several classes having different teachers clarifies our concepts of teaching. Recently I had the opportunity to study the result of such an issue considered in the classes of six teachers. When the time of twenty voted a majority opinion came to vote, eighteen classes out coinciding with the view of their history teacher—a correlation of ninety per cent! Each of all six stated that before the week allowed for discussion was completed, the case for both sides had been presented—and yet all her classes voted her view! There are several definite indications.

First, we need exceptionally highly trained social science teachers. If they are the dominant influence in the social and economic view of one-hundred and seventy-five youngsters whom they meet daily, we must have leaders who will help their classes to form intelligent opinions.

Secondly, in all issues that are not fundamental to life and liberty there must be a valiant attempt to make a scientific approach to the problem. Honesty on the part of the teacher is essential.

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When we try to differentiate between issues as to which are fundamental, we encounter the blind spot in teaching. It seems to be a majority opinion that health, crime prevention, and safety admit of no scientific approach. Just let a teacher try to expound the theory that crime sometimes *does* pay (as it has, and does, and will) and the scientific approach goes out the window, and very possibly the teacher along with it! There are other concepts—not fundamental to physical well-being alone, but fundamental to mental and spiritual well-being — f r e e d o m of speech and religion and faith in the theory that "governments derive their just powers from the consent of the governed." Is our whole framework of government built on this theory? Is a system of representation necessary because we cannot house the population of the country in one building? Is the Swiss government the purest democracy in the world because the viewpoint of each individual is voiced? Is the New England system of town meeting lauded by our history boons for the same reason? Yet, in some communities if the teacher attempts to teach democracy as fundamental, she is open to criticism. On the other hand, the teacher who permits distrust of a form of government that reflects the voice of the majority, to permeate her teaching, is undermining all that has been accomplished in behalf of liberty since the days of King John and is bringing us one step nearer to the abyss that yawns abroad. We *must* teach faith in the democratic processes—the initiative, the referendum and the recall. Point out their abuses, but that the underlying principle is sound.

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On present day controversial issues, the source of information is lectures, newspapers and magazine articles. They are too few to be placed in every child's hands. They are written for adults and when the teacher explains them as she reads to her classes, the material is colored by her views. No matter how sincere her efforts to present both sides, her influence bears most weight on the side she favors. Instead of demanding what is practically impossible we can make use of this fact to the advantage of our history classes. We have come to see that specialization is an index of progress. The departmental system turns out better informed individuals than the one teacher plan did. Let us specialize further and have assemblies addressed by teachers on the opposite sides of an issue. We can turn the difference of opinion between teachers to an asset, rather than a liability. There is the criticism that the child will take the view of the popular teacher, but he is doubly conditioned by hearing the view of two. After all, that procedure is best which gives the child the most information and helps him to form his own opinion.

If we don't want frustrated personalities we must provide a method whereby the teacher may express her views. All her training and experience is lost if she must become a piece of furniture.

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There is another implication. If we are to run up against stone walls, we should know where those walls are. The school is responsible to the community and if we are to be censured for teaching certain concepts, the community should give us a bill of rights (and taboos!) ahead of time.

Four Types of Teaching

FRANK M. RICH
Principal, Public School Number Two
Paterson, New Jersey

THE rejection of merit systems in the teaching staff and the widespread adoption of salary schedules based upon differences in training, experience, sex, grade, or anything, in fact, but the one essential—teaching product—has been due largely to a pretty general acceptance of the belief that a teacher's work is of such a nature that it could not be measured with any degree of satisfaction or accuracy. The time was when there were better grounds for this belief than there are to-day. A few simple principles of science and common sense have to be applied to produce a rational system of rating.

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An interesting experiment, some years ago, went a long way in developing this technic. A professor of educational supervision arranged for a demonstration lesson to be presented before his graduate students, and asked them to rate the lesson according to their opinion of its merit. Their ratings varied all the way from very good to very poor, according to the individual standards or notions each rater had of what a lesson should be. The professor then gave the critics an outline classifying the lessons commonly seen into four types, with detailed definitions of each. Then having identified the kind of lesson the specimen represented, he asked them to recall lessons of similar type that they had observed, and arrange them in a scale, with the best at the top, the poorest at the bottom, and three well-spaced samples in between. Now having made a rather definite scale, they re-rated the demonstration lesson, with the result that there was practical unanimity among the raters as to the proper score of the sample. It was as though the class had been asked to rate a book. Without any guide to classification, the fellow who was looking for a fairy story would not care much for a construction book. But once it is understood what type is being rated, and when specimens are rated by comparing with actual samples along a definite scale of values, it is comparatively easy to get an approach to agreement among the judges. The same is true of a typical piece of work by a teacher.

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The four types of teaching, according to Courtis, are as follows: (1) the compulsion type, when the teacher's main purpose is to get pupils able to repeat what some author has said in the textbook; (2) the teacher preparation type, when the teacher makes her own presentation of subject matter in the course of study more or less independently of the text-book, using lectures, conversations and demonstrations adapted to pupils' interests and limitations; (3) the motivation type, which teaches facts and skills while giving pupils some interesting project of their own to make or do; and (4) the purposing type, which even goes so far as to give pupils a share in deciding what they shall undertake and some degree of self-government in carrying out the program.

In the compulsion type lesson, pupils do all that is expected of them if they pay attention to work, obey the teacher's orders, repeat, review and drill as directed, and so learn to give back the language of the lesson substantially as received from the book or the teacher.

In the teacher preparation type, the same logically arranged course of subject matter is undertaken, and complete teacher control of all activity is maintained; but the teacher attempts to predigest the lesson, adapting the explanations to the limited experience and understanding of the pupils, using a variety of plans and devices for drill and explanation, to get back of the mere words to the meanings underlying them.

The motivation type takes into account the emotion as well as the intellect. It undertakes to secure and hold children's interest by fostering a wide range of pupil activity as a means of learning. There is less emphasis on question and answer and more on construction. Teachers and pupils meet on a more friendly basis, with some little encouragement of pupil initiative.

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The purposing type emphasizes pupil activity not only in executing but in planning and appraising, with considerable socialization of class procedure and management of disciplinary control. The teacher stimulates purposes, standards and achievements but leaves room for a generous amount of pupil initiative in research.

Success in administry of work in any type varies all the way from very efficient to very inefficient. With a rating scale giving sample lessons at many different levels, a judge can easily match any given specimen against the criterion and appraise its quality with considerable accuracy.

It requires several such samplings to determine the probable run of work in any subject, and surveys of all the subjects to determine the composite rating of a teacher's whole work. Such surveys cost time and study on the part of supervisors or research departments. But they are not only feasible, but absolutely necessary, if any improvements in standards are expected.

THE BEGINNING TEACHER

By RUTH C. FREY
Ottawa, Ohio

The Oil of Friendship

There is a vast difference between being friendly with people and being friends. A lifetime of endeavor nets a person only a handful of tried and true friends for whom one will do practically anything and from whom one may expect to enjoy equal portions of devotion. Around the edges of this little oasis of fine comrades lies a large circle of friendly people, and beyond that an even wider arc of acquaintances.

The young teacher needs to be friendly across the whole range of daily living—pupils, faculty members, fellow-workmen of the more humble brackets, parents, townspeople of every description. This friendliness alone is, perhaps, her greatest asset. When she is friendly, others are so with her. Life becomes more pleasant and easier for all. The oil of friendship diffuses widely and rapidly, opening up otherwise immovable doors. Pupils respond in kind; confreres become really fellow-workmen; parents recognize the fact that their children are in a pleasant atmosphere; and even the casual acquaintance of street or shop is happier. This reacts upon the teacher herself, rendering her more satisfied in her surroundings and in her work.

All of this is as it should be and the more of it you can achieve the greater will be your success. But be careful not to think of all these persons as your bosom friends. Welcome them, treat them with the respect due them, but reserve your confidences for your really tried and true friends, remembering that that number is rightfully small. One does not broadcast his innermost thoughts, you know.

More persons are embarrassed professionally and personally by mistaking the degrees of friendship than tongue can tell. If you have practiced a becoming reserve, you will find your pathway to success surer if not so rapid. People respect persons who respect themselves enough to exercise a reasonable reserve. This latter also enhances the regard that others of like quality held toward you. There is an element of fear, you know, that enters into the relationship when bars are utterly removed on slight acquaintance. If one can reveal his own experiences so baldly, what might he not do with another's confidences? Hence in your attempt to be too friendly, all friendship is jeopardized. Be friends but not pals for your own sake and not for the welfare of your profession.

Total Preparedness

You recall the quiet dignity and assurance of that splendid teacher of your childhood days, the ease with which she discovered each pupil's confusion and the skill and speed with which she dissipated that confusion. You have wondered why Miss X— was never hurried or flurried; why her pupils advanced so surely and steadily in understanding; why the atmosphere of this classroom was one of purposeful endeavor and serene goodwill. The answer to your silent questioning lies in Miss X—'s preparation of her day's work and in her total preparation for her task.

Miss X—knew her subject matter thoroughly. She had left nothing to chance. She was ready to proceed in a logical way from what the pupils had already experienced to the new matter. She had re-lived the situation in all its possible ramifications and had re-thought the material with these very youngsters in mind. They could hardly surprise her with a misunderstanding that she had not anticipated. And if they should she was so much the master of her material that she could compass this new difficulty speedily, providing the necessary tools for recovering the ground lost. Her background had been newly reviewed for just this purpose.

As the period progressed and pupil after pupil had been set on the road to achievement, the place became a workshop operating purposefully and with precision. The youngsters were confident that all was well and that everything would be resolved in its own good time.

With the assurance of preparation and with the pupils happily busy, nothing but quiet mastery was evident in Miss X—'s manner and procedure. All was serene; no one was in a flurry nor even in an evident hurry. Class hours were passing with satisfactory accomplishments to show for them. The day promised to end all too soon.

You, too, may have this same experience if you will only make yourself so surely master of the material and of yourself that nothing can upset you. Plans are, perhaps, a little bothersome; they take time; maybe you think writing them is a useless bore. But they do make it possible to foresee difficulties, to forestall disciplinary problems, and to bring you through your day happy and successful.

Why Be Silly?

There is a tendency in everybody to show off. Watch out for it in yourself. It may take the form of expounding to your classes, pure verbiage or extreme and unwise helpfulness. Maybe it will show up in sarcasm. Too bad! Careful! I have seen it appear as plain silliness—as measured by adult standards. When you try hardest to impress upon your pupils the idea of your cleverness, I should just imagine your influence is at its lowest point. Children are more likely to follow real worth than to be dazzled by the show-off. And don't fool yourself into thinking that they do not brand you silly when you are. They know and measure by rather severe standards. Youth can be unthinkingly cruel.

Observe Special Days

Take time out to observe special days. You may want to keep the celebration down to fifteen minutes, in which case you had better do the work yourself, reading or telling an appropriate story or poem, or simply thinking aloud on the topic. Better than that, however, have the pupils take part. They remember so much longer that way. In the spirit of the above, may I wish you the best of the holiday's greetings?

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools
Perth Amboy, New Jersey

Corporal Punishing

Stores and commercial houses long ago adopted the principle that "the customer is always right." The people who have control of stores and commercial houses know that the customer is not always right but that it is a good business policy to consider the customer always right.

In the matter of corporal punishment the public has adopted the principle that "the pupil is always right". In New Jersey there is a law forbidding any kind of corporal punishment in the public schools. Regardless of what a pupil has done the teacher is always wrong if he attacks the pupil. An attack may be far short of striking; it includes pushing, shoving, shaking, pulling hair, or the laying on of hands.

There just isn't any legal defense for the use of corporal punishment by a teacher. Two or three years ago a New Jersey teacher attempted a defense on the ground that what he did to a pupil was not corporal punishment but "corrective discipline". It wasn't a good defense and his dismissal by the board of education was upheld by the courts.

Pupil Interests and the Curriculum

A CONSIDERABLE volume of educational literature has been produced during the present decade attacking the study of subjects. It has been stated times without number in educational conferences that the interests of boys and girls should be accepted as the source of orientation for the curriculum. Some prominent educators, even some eminent educators, have taken the position that there should be no course of study. "The elementary schools would be better served if the courses of study were all thrown out the window." That statement was made at a panel discussion of elementary education about a year ago.

The thesis has been advanced and advocated that a course of study at best is only a part of the total curriculum. I agree with that. Probably every informed person will agree that the school itself represents only a small part of the educational influences and forces that provide the child's education.

It has been argued that the school course of study should be determined, for a particular class, day by day by the teacher and pupils acting together and that the interests of the pupils are the best guide of what shall be studied from day to day.

The outstanding educator frequently quoted in reference to the philosophy of this basis for curriculum planning and classroom procedure is Dr. John Dewey.

You know, of course, that the Progressive schools have employed this procedure, and you know that a progressive school as defined by the Progressive Education Association is an experimental school.

But what does Dr. Dewey say about this basis for curriculum planning? He says,

> "An experimental school is under the temptation to improvise its subject-matter. It must take advantage of unexpected events and turn to account unexpected questions and interests. Yet if it permits improvisation to dictate its course, the result is a jerky, discontinuous movement which works against the possibility of making any important contribution to educational subject-matter. Incidents are momentary, but the use made of them should not be momentary or short-lived. They are to be brought within the scope of a developing whole of content and purpose, which is a whole because it has continuity and consecutiveness in its parts."[1]

If an ordinary run of the mill superintendent or principal or teacher should suggest that improvised subject matter, a day to day procedure that is based on pupils' interests, primarily, to the exclusion of a planned continuing course of study, results in a "discontinuous movement which works against the *possibility* of making *any important* contribution to educational subject matter", he would be labeled an educational reactionary. And yet, except for the italics, the above quotation is Dr. Dewey's statement.

Pupils' interests cover too wide a range and have too varying an educational value to be used to sustain systematic educational effort if they are used in the vain attempt to make them the core of classroom procedure. Pupils' interests are important as part of the total curriculum but in themselves they cannot furnish a continuity which is necessary in the curriculum and in teaching.

Dewey, like Thorndike and Kilpatrick, is frequently misrepresented by educators. It seems to me that his statement that I have used here is plain, and that it helps to clarify thinking on the subject of pupils' interests and the total curriculum.

[1] Dewey, John—"Progressive Education and the Science of Education."

Winshipisms

There is a certain "wooden period" in most students' lives, but because a child is stupid now, is no reason that he should continue to be so."

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"An inspiring teacher is a priceless treasure."

•

"A ruffled temper is less professional than ignorance of psychology."

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

What We Should Teach

Sometimes there is speculation as to what we should teach in school—but there need be none. Education is not a mess of disjointed ramblings—it is the mastery of social necessities.

The purpose of education is to prepare for success—and there need be no haziness as to what constitutes success. It implies the ability to keep a good job, to make honest money and to rear a happy family. Factors which contribute to this end include a pleasing personality, health, honor, reliability, good work habits, mastery of academic subjects, continuous study, initiative, the ability to absorb shocks and to cooperate effectively.

Since these are the factors that contribute to success, they are the factors educators should stress. Teach every child to be clean, courteous, honest and moral; teach him to use good English both in writing and speaking, to write legibly, to spell well, to know his geography and arithmetic; teach him to think clearly, to work constructively with his fellows and to exercise his imagination.

Employers do not want to waste time with employees who cannot accept responsibility, who cannot read well, spell or compose a letter. Applicants who do not meet the standards fail to win appointments or lose them as soon as their shortcomings become known.

A personnel director told me a day or two ago he intends to dismiss two of his most attractive girls because they are not accurate in their spelling, their use of English or their interpretation of written instructions. Another told me that he never employs help from a certain school for the same reason.

Certain elements are basic to success—our duty is to help each child master them. Recently a mother told me of her daughter, "Susie doesn't know much but she has a Hell of a grip on what she does know." If she has that kind of a grip on enough she'll be all right.

All in the Day's Work

EVERETT V. PERKINS
Principal, Cony High School
Augusta, Maine

A Liberal Education

One of our teachers who is taking extension courses at a neighboring college was given the assignment of obtaining from several people definitions of a liberal education. He appealed to me for help. Here is my offering (pretty idealistic I fear):

In my judgment a man has a liberal education who has a keen appreciation of our heritage from the past, who has some acquaintance with the several fields of knowledge, and proficiency in at least one, who is open-minded to new ideas and tolerant toward his fellowmen, who uses correctly and effectively his mother tongue, who possesses vocational and avocational interests and skills, and whose chief aim in life is to devote his energy, knowledge, and abilties to the improvement of his own character and to the service of others.

A Challenge to Youth

Harry V. Gilson, Maine Commissioner of Education, addressed the organization of high school student council members at their state convention here recently. Mr. Gilson feels that the young people of today should not bewail their lot because they have to live in times like these but they should rather be grateful for the privilege of going out into a world that is calling for the service that they can render. Mr. Gilson thinks that no generation of youth was ever better fitted to undertake the tasks that await them. He said that boys and girls of today have all it takes to carry the torch of democracy to the highest peaks of civilization.

Maine's new commissioner is a logical, earnest, and inspiring speaker, who has a clear vision of what the school ought to be and do in these perilous days.

Incomplete Teaching

Impression, reflective thinking, expression,—these are the three steps in the educative process. As I visit high school teachers at their work I ask myself whether these steps are being carried out thoroughly and completely in the classroom.

It would seem that the greatest weakness of high school teaching is found in a neglect of a proper emphasis upon the second and third steps. Many teachers feel that they do a good job if they master their subject matter and present it interestingly and accurately. This is not enough. A teacher must be able and willing to arouse his students to effective thinking and to obtain various kinds of expression if he would make his work of value.

College professors are the most conspicuous exemplars of the lecture method; that is, they are concerned primarily with the impression. I remember a course I took under a distinguished psychologist. About the only times we men in the class did much thinking or expressing were when we got together on our own initiative in one of our rooms and asked each other questions and exchanged ideas. I wonder if the excessive lecturing so often found among high school teachers is not a cary-over from the college example!

It is the teacher's part not only to think clearly but to stimulate clear thinking, not only to express his own thoughts effectively but to induce boys and girls to express theirs. Unless he can make the educative cycle complete his work is of little value.

The News Digest
OF EDUCATION IN ACTION

Superintendent Refuses Pay Boost

KANSAS CITY, MO.—The Board of Education voted unanimously last night to increase Dr. Herold C. Hunt's salary $500 a year.

The Superintendent refused the raise because, he said the school system's financial condition is critical.

Akron Man Heads Attendance League

KNOXVILLE, TENN. — Fred W. Spalding of Akron, Ohio, was elected President of the National League to Promote School Attendance, succeeding Judge A. F. Lederle of Detroit.

Other new officers included E. R. Carson, Pittsburgh; Pasquale Capuance, Providence, R.I.; Gertrude Hansen, Chicago, and William Taft, Harrison, N.J., Vice-Presidents.

William E. Lehr, Baltimore; Ben Peterson, Muskegon, Mich.; Robert F. Lafferty, Philadelphia, Secretaries. Kathleen Kearney, Chicago, Statistician-Historian; and Dr. Charles L. Mosher, Santa Monica, Calif., Publicity Director.

Let Child Stutter Parents Are Told

STATE COLLEGE, PA. — The most practical way to handle a child who stutters is to let him stutter, a Pennsylvania State College instructor in clinical speech advises.

Eugene T. McDonald said the best thing to do if your child stutters, is not to call attention to the defect, let him speak slowly and never ask him to repeat.

"As soon as a child becomes aware of the fact that his parents are concerned about his stuttering, he attempts to control it and his fear brings on more stuttering," McDonald said.

He added that no single cureall for stuttering has been discovereed. Improvement may be effected, he declared, by distracting attention, suggestion, reading syllable by syllable or making the patient conscious of the movements necessary to produce sounds.

Cause of stuttering, McDonald said, is unknown. It is a defect common to 1 per cent of the population.

BRITAIN PLANS MANY REFORMS FOR EDUCATION AFTER THE WAR

LONDON. — More hard thinking about education is being done in England today than ever before, and plans are being busily formulated for substantial postwar reforms in the English educational system.

It would not be correct to say that the war is entirely responsible for the present ferment of ideas. Many of the reforms now being canvassed have been long advocated by educationists, and some have even received legislative sanction, though they have not been put into operation. But the issues at stake in the struggle against Hitlerism have stirred the social conscience of the nation to its very depths, released an urge to know and realize the basic principles of that democracy for which we fight, and evoked a nation-wide interest in education which is as novel in its character as in its extent and intensity.

For the first time English people generally are beginning to understand that the education system is an integral part of the social system, that it not only reflects the social philosophy of the community but also conditions the development of society, and that consequently it cannot be considered "in vacuo" divorced from the political, social, and economic forces which determine the structure and character of society.

Freshman at 38 College Head at 50

CRAWFORDSVILLE, IND.—Dr. Frank Hugh Sparks, who quit a successful business career for education, became at 50, the eighth president of Wabash College, 109-year-old institution for men.

Some 2000 persons, among them academicians from 50 colleges and universities, assembled for his inauguration to succeed Dr. Louis Bertram Hopkins, who died a year ago.

Sparks entered the University of Arizona as a freshman at 38 and, studying there and at Butler and Southern California universities, earned a degree of doctor of philosophy in economics.

New President For Bryn Mawr

BRYN MAWR, PA.—Miss Katherine McBride, 37, dean of Radcliffe College, Cambridge, Mass., has been appointed president of Bryn Mawr College, Charles J. Rhoads, president of the board of directors, announced.

Miss McBride, a Philedelphian and an alumna of Bryn Mawr, will succeed Miss Marion Edward Park, president for the last 20 years, who has reached the retirement age. The new president was a member of the school's education and psychology department from 1934 to 1940. Her appointment will become effective in July, 1942.

Sees Dark Future For Arts Colleges

CLEVELAND, O.—Half the liberal arts colleges in the United States will be out of existence in ten years, says Dr. Raymond F. McIain, president of Transylvania College of Lexington, Ky. Increased taxes and the diminished rate of return from investments will bring about the closings, he asserted at an alumni meeting.

NATIONAL TEACHER EXAMINATIONS AIM TO RAISE SCHOOL STANDARDS

PHILADELPHIA. — Founded three years ago on an experimental basis to help raise the teaching standards of this country, the National Committee on Teacher Examinations is now receiving the cooperation of 300 school systems throughout the United States, Dr. David G. Ryans, executive secretary, disclosed recently. A new series of tests for teachers will be given in 100 widely separated centers the first week in January.

Under the auspices of the American Council of Education, the national testing committee, headed by Dr. Alexander J. Stoddard, superintendent of the Philadelphia school system, has administered close to 10,000 examinations in the last two years and is making plans to give between 6,000 and 7,000 new tests this year. Organized on a three-year basis, the committee is entering its final year under subvention from the Carnegie Foundation for the Advancement of Learning. During this period it has received $80,000 to conduct the program.

Despite the ending of its grant, the committee intends to continue, even though it may mean on a somewhat curtailed basis, Dr. Ryans revealed. He feels that the project has proved too successful to drop at this stage.

As a matter of fact, it is the hope of those sponsoring the program that national examinations will "take hold" and be adopted at an accelerated pace. They argue that objective tests of this kind will benefit not only the teacher but the school system as well, as it would tend to raise the professional standards in so-called backward areas.

Many of the country's largest school systems are now accepting, in part, the results of the national tests, and using them to evaluate the candidate's record when applying for a position. A number of systems urge their candidates to take the examinations, while a few schools actually require it. In this way, the superintendtendents feel, they are assured of getting the best candidates on a national basis, rather than on a State or local scale.

Seek Additional Navajo Teachers

WINDOW ROCK, ARIZ.—Additional teachers are being sought for the government day school on the Navajo Indian reservation here, according to Dr. George Boyce, head of the reservation educational system. While a number of temporary teachers have been added to alleviate a shortage, at least 21 more are needed, he said.

Need for Study Of N.E. Problems

BANGOR, ME. — New England youths' knowledge of the economy, geography and tradition of their area was described recently by Dr. Howard E. Wilson, Harvard professor of education, as insufficient to meet the region's immediate future needs.

In an address prepared for a social-studies section of the Maine Teachers Association's 39th annual convention, Dr. Wilson said:

"We, as teachers, need first of all to study the present situation and the future possibilities in New England and then to provide for our pupils the best adjustment to the problems of living in this region which we can devise."

Asserting that the six New England states were "bound together in a common destiny," Dr. Wilson said "to think of them together and plan for them together is an essential for the welfare of people who live anywhere in the region.

Students to Adopt English University

PHILADELPHIA. — Temple University students will "adopt" a British university and provide moral and financial support to its students, Robert L. Johnson, President, announced at Temple's Armistice Day convocation.

School Record of Wisconsin Selectees

MADISON, WIS.—About 91 per cent of the 693,948 selectees inducted into the United States armed forces by July 1 of this year had a grammar school education or better, Walter J. Wilde, state director of selective service, reported. Wild's report, based on a recent war department analysis, showed that 36 per cent of the trainees inducted into the army by last July 1 have a high school education or better.

Among those who received higher education, the report stated, 4 per cent have attended college for one year; 3 per cent for two years, 1 per cent for two years, 1 per cent for three years, and 4 per cent have college degrees.

One per cent of the selectees were college post-graduates.

Illiteracy Figure Placed Higher

NEW YORK. — Approximately 16,000,000 persons more than 10 years of age in the United States cannot read and write well enough to meet the requirements of an "ordinary literate environment," Dr. Ruth Kotinsky reported here in a survey conducted for the American Association for Adult Education.

The report stated that the 4,300,000 illiteracy figure in the 1930 census, representing 4.3 per cent of the over-10 population, was "a drastic understatement of the problem."

"Those who admitted that they still 'made their mark' were undoubtedly fewer than the actual number who could not even sign their names," Dr. Kotinsky wrote. "More important, it is certain that many of those who said they were able to write could write their names and nothing else."

The report called for a wider program of adult education of an elementary nature.

Teacher Exchange Urged by Dr. Ball

HAVANA.—The International Federation of University Women expressed hope for a greater interchange of teachers among the American nations.

Closing its three-day session, the Federation announced it was studying plans to increase and improve the teaching of Spanish in the United States.

Dr. Margaret Ball, professor of political science at Wellesley, secretary of the conference, stressed the desir-

CHRISTMAS SEALS

Protect Your Home from Tuberculosis

ability of having language teachers "spend some time studying in the countries whose languages they teach.

"One way of making this possible would be to increase the interchange of teachers among the schools of the English-speaking and Spanish-speaking countries of the Americas," she said.

Teach Child to Meet Human Needs

ST. CLOUD, MINN.—Greater interest should be shown by teachers in childhood and adolescence to meet the problem of human needs, W. C. Croxton of the State Teachers' college, St. Cloud, Minn., declared at the chemistry and physics section of the Wisconsin Education association.

"There is much that we can contribute through science teaching toward meeting needs in all areas," he said.

"The place that it will hold in our changing curriculum will depend upon the contribution that it makes to better living. Developments in science have far outrun progress in science teaching.

"Insight into needs must be the basis for revision if our courses are to serve. Because we have often failed to recognize and meet needs in health, safety, consumership, conservation, recreation and other areas through existing courses, they are being added to the school program as separate subjects.

"Directing our efforts toward meeting human needs calls for greater interest in childhood and adolescence. In addition to competence in science we need more understanding of the problems of living in the home, the community, the nation, and the world. Purposeful teaching calls for a deeper understanding of the democratic way of life with its respect for personality and its dependence upon the development of individuals to be sensitive to needs, co-operative, and ready to act intelligently for the common good."

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Weymouth Teachers Seek Salary Raies

WEYMOUTH, MASS.—The Weymouth School Committee, planning its annual budget, today received petitions asking for a general 5 per cent salary increase for all Weymouth school teachers. The petition came in behalf of the Weymouth Teachers' Association.

Charles R. Thibadeau, Superintendent of Schools, estimated the salary increases, if approved, would require a $20,000 additional appropriation.

Teachers Called Underpaid In N.Y.

SARANAC INN, N. Y.—New York school teachers are underpaid, a state education official told district superintendents and the legal minumum salary for rural teachers is "far from creditable" for the state.

The public is not generally aware, Edwin R. Van Vleeck, assistant education commissioner, said in a prepared address, that school costs cannot possibly decline in proportion to enrollment decreases "if unfortunate results are to be avoided." Certain fixed expenses continue regardless of the size of classes, he explained.

"Education opportunities in many communities are still far, far from desirable," he asserted. "In education, as in other things, we tend to get what we pay for. Sooner or later, lower expenditures for personnel mean poorer teachers."

Teachers Get 10 P.C. Raise in Springfield

SPRINGFIELD, MASS. — Teachers in the Springfield schools were granted a 10 per cent salary increase, Theodore V. Quinlivan, vice-chairman of the school committee, announced. Representatives of the Springfield Teachers' Economic Association, who conferred with the committee on the wage increase, had submitted a proposal for a 15 per cent increase.

What Happens After Those Three Knocks?

DURHAM, N.H. — Prompted by mid-semester examinations, this sign hangs on the door of an upper classman's room at the University of New Hampshire:

"We're studying. Why aren't you?

"If you must come in, knock once if a friend, twice if an enemy, and three times if you want to borrow money."

Now Your Pupils Can
LAUGH AND LEARN GRAMMAR
through this really original text which will teach them sentence structure in spite of themselves and exercise their sense of humor at the same time.

Pupils will be *surprised* into reading the explanations and doing the tests and exercises in this book because of their compelling content. Much of this content is based on the amazing and comical adventures of the fabulous Paul Bunyan.

The book covers grammatical material essential at the junior high school level. It is not a handbook, but a humanitarian attempt to present the subject in a palatable manner. *Illustrated with drawings.*

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History Changing Too Fast for Texas

AUSTN, TEXAS.—The Texas Board of Education contracted for delivery of $2,000,000 worth of textbooks for public schools next year but no histories or geographies were among them.

World turmoil convinced the officials new history or geography texts would be outmoded by the time of delivery. Still in use are those adopted by the board in 1938.

Students of current history should read the newspapers, advised President Ben Oneal.

8th and 11th Grades Better Than Average

ALBANY, N.Y.—Results of a survey by the State Education Department revealed that pupils and teachers of the eighth and eleventh grades in eighteen representative schools scored far superior to the average standard for the nation in English expression and grammar knowledge.

Of the eighth grade children tested, 61 per cent exceeded the national average, while 59 per cent of the eleventh grade pupils were ahead of the average.

On a standardized test, the English teachers scored 73, compared to the national average of 68; social studies teachers rated 63.9, compared to 59, while science teachers scored 61.9, compared to 59 national average. Teachers of mathematics, however, were rated at 61.1, the national average being 63.

Grins Between Grinds

FRESH FRITZIES

An elderly Norwegian gentleman in Oslo entered a restaurant where a number of German officers were dining. Although the day was clear the old man had an umbrella. Upon seeing this, the Germans nudged one another and laughed, and the old fellow heard them say *"Chamberlain."* When he had finished his dinner, the old man arose to leave. As he neared the door he climbed on a chair, opened his umbrella, and jumped down, shouting *"Rudolph Hess."*

There was no laughter as he withdrew.

* * *

HINT APPRECIATED

An Aberdonian on a visit to a friend in London overstayed his welcome. It was getting towards Christmas, and his host thought a kindly hint might have the desired result.

"Don't you think," he said, "that your wife and family will want you to be with them at Christmas?"

"Mon," replied the Amerdonian, "I believe you're richt. It's rale thouchtfu' o' ye. I'll wire for them."

* * *

ALLIED PRODUCT

Father (to son home from college) —We have not been getting good reports about you.

Son—But, Dad, I burned the midnight oil every night through the whole term!

Father—Oil?—What I got was a bill for gasoline.

DOWN MEXICO WAY

A traveler from the United States went to Mexico, where he soon became tired of the native foods. Dropping into a restaurant one day he glanced wearily down the menu which bristled with Spanish words. He longed for a good steak with mushrooms, and wondered if he could not get one. But he could not put his request into Spanish and the waiter knew no English. Suddenly the customer had an inspiration. He drew pictures of a cow and a couple of mushrooms and showed them to the waiter.

"Si, si" beamed the waiter, as he caught the idea and hastened away.

After a while he returned, bringing two umbrellas and a ticket to the bull fight.

* * *

THEY DON'T KNOW EITHER

"One of the queerest things about modern life is the number of people who are spending money they haven't got for things they don't want, to impress people they can't stand the sight of."—*Catholic Digest.*

* * *

A BOY'S LETTER

Dear Santa: This coming Christmas Eve
Will you be kind enough to leave,
Besides the toys you have for me,
Some duplicates for Dad, that he
May tinker with his own and play
As fathers will on Christmas Day?
Then I, for once, won't have to wait
For days and days to celebrate!

Important Meetings

DECEMBER

26-27 — American Association of Teachers of Spanish; annual meeting. St. Louis.

28-29—National Association of Biology Teachers; annual convention, Dallas.

28-31—American Library Association, Mid-winter Conference. Chicago.

29-31—National Business Teachers Association. Hotel Sherman, Chicago.

Dec. 31-Jan. 1 and 2, 1942—National Council of Geography Teachers. New York City.

Dec. 31-Jan. 1, 1942—National Council of Teachers of Mathematics. Lehigh University, Bethlehem, Pa.

FEBRUARY, 1942

18-20 — National Vocational Guidance Association. San Francisco.

19-21 — American Orthopsychiatric Association. Detroit, Mich. Helen P. Langer, M.D. Vassar College, Poughkeepsie, N.Y. Publicity Chairman.

21-26 — American Association of School Administrators. San Francisco.

26-28—American Association of Junior Colleges. Los Angeles.

MARCH

13-14—Eighteenth Annual Junior-High School Conference of School of Education, New York University. New York City. Julian Aldrich, Chairman; School of Education, New York University.

APRIL

1-4—Eastern Commercial Teachers Association. Baltimore, Md. Miss Sadie L. Ziegler, Rider College, Trenton, N. J., President.

15-18—American Association for Health, Physical Education, and Recreation in joint meeting with Southern District Association. Hotel Roosevelt, New Orleans, La.

JUNE

22-27 — American Library Association; 64th Annual Conference. Milwaukee.

28-July 2—National Education Association. Denver, Colorado.

OCTOBER

2-3 — Pennsylvania Speech Association, Fourth Annual Conference. Harrisburg.

Meet These New Books

Life Science

One reason so many boys and girls a generation ago dropped out of school was because they saw little connection between the subjects they were asked to study and the everyday concerns of life. How far the schools of today have traveled along the road of motivation is illustrated in such a textbook as "Life Science," by George W. Hunter.

Designed for use in or near the tenth grade, this volume not only acquaints the student with much organized knowledge of biology, but continually ties in this knowledge with experiences and situations familiar to the pupil. Barely a title of unit, chapter or section can be found that fails to suggest some useful purpose to be served by studying the passages and the pictures that follow. Thus the work is functional throughout. This text is as different from the dry-as-dust treatises of bygone years as mobile, mechanized warfare is from that of catapults and crossbows—if the reader will pardon a comparison between the technique of learning about life and that of destroying it.

LIFE SCIENCE.—A SOCIAL BIOLOGY. By George W. Hunter—New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Working for Democracy

Working for Democracy belongs to the popular and useful Democracy Series, of which the general editors are Prudence Cutright and W. W. Charters. The book combines loyalty to our heritage from the past with the spirit of progress and thus meets a genuine educational need.

In connection with this particular volume in the series the present reviewer has a little personal confession. He started to leaf through it because he saw on the title page the name of Lyman Bryson, of whose radio program, "The People's Platform," he has been a devotee for a long time, but before he had laid the book down he had read every word of it. The work is outstanding for interest, information, and inspiration. It contains illustrative material from literature showing the workings of democracy as well as subject matter prepared by the authors for their immediate purpose. One is glad to think of the boys and girls of America having the privilege of coming into contact with a book of this type.

WORKING FOR DEMOCRACY. By Lyman Bryson and Kerry Smith.—New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The MacMillan Company.

Bo, The Cave Boy

Born in a cavern high up on the face of a cliff, Bo becomes at once the flesh-and-blood hero of an adventure story and the observer, through whose eyes youngsters in the fifth and higher grades may learn much about the lives, hardships, fears and struggles of primitive man. Bo does not remain a lad throughout the book, but is seen as a mature man who improves conditions—brings greater comfort, greater security, a more dependable food supply to his tribe.

Into the life of Bo, the author has contrived to pack a portion of man's development that really spanned many centuries of time.

On the whole, "Bo, the Cave Boy," represents quite a triumph of transporting the modern boy and girl into a dim, distant past and opening the young traveler's eyes to what went on—those hard-won beginnings of the things we accept as a matter of course today.

BO, THE CAVE BOY. By Wilbur W. Fiske.—Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

People Are Important

Even if it contained only blank pages, a book bearing the title "People Are Important" would be worth putting in the hands of high school pupils until they were impressed by the truth in that three-word sentence. However, the pages are far from blank. With interesting pictures and lively, well gaged text, this volume goes straight home to young people. It opens their eyes to greater understanding of themselves as well as others. It shows them by citing cases that their personal and social problems are not unique. It helps them to study their own drives and conflicts, and suggests how to bring them into effective harmony. It should greatly help boys and girls to adjust themselves to their surroundings and to make the most of their lives both for themselves and for society.

PEOPLE ARE IMPORTANT. Floyd L. Ruch, Gordon N. Mackenzie, Margaret McClean.—Chicago, Atlanta, Dallas, New York: Scott, Foresman and Company.

Junior English in Action

It would be hard to imagine an English teacher not familiar with the series of high school texts known as *English in Action*, those for grades seven to nine being designated as *Junior English in Action*. The entire series is now available in the third edition, and the volume now under consideration, *Junior English in Action, Book III* is a typical Tressler book. This means that it is preeminently teachable. As one would expect from the title, its chief stress is upon the language "in action." It is absolutely true to its name in providing a minimum of theory and rule and a maximum of practice. Like the other books in the set Book III is an exceptionally dynamic text. Its material is written in terms of the experience of the pupil and ties up with the problems which he meets everyday as he puts his thoughts into words.

The book is divided into two parts, the first entitled "Your Language Activities," and the second "Your English Handbook."

This book seems to contain just what is needed for ninth grade students of English.

JUNIOR ENGLISH IN ACTION, BOOK III. By J. C. Tressler.—Boston, New York, San Francisco, Chicago, Dallas, Atlanta, London: D. C. Heath and Company.

The Subject Fields in General Education

Getting teachers of English, of social science, of mathematics, and of other secondary school subjects to consider how their respective studies may contribute to a proposed newer and more unified curriculum better serving individual and social needs, has been the important achievement

of the National Commission on Cooperative Curriculum Planning. The result is a report styled "The Subject Fields in General Education." The first twelve of its thirteen chapters are devoted to statements from teacher committees representing as many different subject fields recognized in high schools—omitting Latin as pertaining to an academic course, no doubt, rather than a general one. Finally there is a chapter taking up the implications of those previous chapters for the future of the secondary schools and their growing efforts to climb out of the old grooves and adapt their programs more nearly to what youth todaay needs for life equipment.

THE SUBJECT FIELDS IN GENERAL EDUCATION. A report of the National Commission on Cooperative Curriculum Planning. Edited by John J. DeBoer.—New York, London: D. Appleton-Century Company, Inc.

Practical School Discipline and Mental Hygiene

"Is she a good disciplinarian?" There was a time when this was the question of questions in regard to teachers. In spite of the many sins committed against education through the old-fashioned methods of securing discipline by means of repression and punishment, the fact remains that as long as we have schools, teachers and administrators will have to face disciplinary problems.

This book has been written to answer the questions which teachers, future teachers, and parents are constantly asking about ways and means of attaining good discipline. The chapters represent a combination of practical common sense with the latest scientific findings in this field of research.

The authors shed light on numerous practical problems which teachers are called on to face every day. For instance, in Chapter 3 there is a discussion of the pros and cons of "sending to the principal," and in Chapter 4 the matter of "extra work" taken up. These are but two examples selected from scores of similar topics.

This study of the problem of discipline is a well-written book with high possibilities of usefulness.

PRACTICAL SCHOOL DISCIPLINE. By Norma E. Cutts and Nicholas Moseley.—Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Textbook Topics

Textbook Prices Go Up In January

Information from various publishers indicates that the impending advances in textbook prices are to become effective with the new year. An average advance of ten per cent has been mentioned as a likely figure, although the changes may vary all around that percentage in accordance with conditions in each case. The price increases are necessitated by higher costs of practically all items entering into the manufacture of books and it is clear that the publishers do not like the idea and will keep the prices as well within bounds as can possibly be done. There may still be time for some economical buyers to get ahead of the new price schedules by ordering at once.

What Do Children Like to Read?

A jury of one hundred children convened in New York the other day, by arrangement of the Child Study Association, 221 West Fifty-seventh Street, to pass judgment on the literature their elders provide for them.

Here are some of the views these children, ages 8 to 15, expressed.

"There ought to be more speed and action in sports books. There is too much optimism and success in career books. Books on how to make or do things often are too complicated. Books on special interests frequently are too technical. So-called comic books are fine when they're funny, but too many deal with superhuman feats that do not impress sceptical young readers." All agreed that children's books should have more and better illustrations. They abhorred solid pages of text.

A ten-year old boy had firm views about special-interest books for children.

"If I want to learn the theory of relativity," he said gravely, "I'll wait 'till I grow up and then get a really good book on it."

Lures and Keys To Learning

So much educational planning and creative enterprise are combined in the production of a textbook for American boys and girls that the result deserves admiration and applause.

The textbook of today represents improvements in choice and grading of subject matter, in physical appearance, in durability of binding and in all-around effectiveness as a teaching instrument that put it many leaps ahead of earlier books of its kind. Its authors invariably bring to their task both classroom experience and a knowledge of pedagogical principles. There is always a checking with the latest recommendations of important councils and committees. There is careful weighing of every word and sentence to see that it is within the grasp of the particular age group addressed. The illustrations are not only interesting in themselves, but are also closely integrated with the text and are never for adornment only. Organization of subject matter often breaks with tradition. Forewords and summaries, chapter or unit heads and topical crosslines all lend their aid to clarification and fixation of central ideas.

The modern textbook adds immeasurably to the educational results produced by a superior teacher, and with a poor teacher it enables the pupil to learn independently—in some cases not only enabling them to do this but impelling and inspiring them to do so.

There is much to be said for the textbook as a means of organizing information. But if this were all, a syllabus might do as well. The textbook is far from being a skeleton of bare, dry bones. It is as well formed and functioning an organism as the minds of wide awake men and women have yet been able to create.

To deny children and young people these up-to-date lures and keys to learning is to cheat them of their intellectual rights.

Books for the People

Booksellers and librarians agree that the majority of Americans—some say nine out of ten—never read a book. Many look only to newspapers and magazines for their literature and information.

Why not have more books on a level that the common people can easily reach? Here may be a field of unlimited possibilities for textbook publishers and writers, since they know better than any one else how to popularize knowledge and good reading.

1941 INDEX
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From 1875 to 1932, inclusive, there were two volumes a year. Volume 115 (1933) was the first to contain all the issues of a calendar year.

VOLUME CXXIV—January—December, 1941

AUTHORS

Anderson, Ruth 200

B

Beatley, Bancroft 291
Beck, Roland L. 11
Belding, Anson W. 5, 43, 77, 113, 151, 185, 221, 257, 285
Belding, Mary Allison 295
Brickman, W. W. 125
Budnick, Irene 157
Burbank, Natt B. 10
Burkhard, Russell V. 194
Burr, Samuel Engle 197

C

Campbell, Emma Lou 191
Case, R. D. 266
Champlin, Carroll D. 52
Chenoweth, A. S. 48
Chrisman, Lewis H. 115, 261
Christian, Catherine 96
Clifton, Robert S. 158, 195
Connor, W. L. 54

D

Doyle, H. G. 21
Drotter, Stephen J. 165
Dunn, James 225

F

Farley, Belmont 119, 188
Finch, Charles Edgar 12
Finch, Hardy R. 201
Foley, Louis 84, 160, 223
Forbes, John D. 226
Forester, Norman 269
Frey, Ruth C. 240, 270, 304

G

Gould, Arthur L. 156
Gritzner, Florence A. 299

H

Hays, R. Vernon 260
Hiney, G. V. 18
Hunt, Herold C. 88

J

Joliet, Eugene 269
Jones, Margaret C. 94

K

Kirby, Byron C. 25, 58, 63, 97, 133, 170, 206, 241, 271, 306

L

Lawrence, Grace 95, 302
Levin, Arthur 128
Lott, Mignon Quaw 201, 230, 268, 298
Lyon, George W. 291
Lyte, Herbert G. 269

M

Manchester, Raymond E. 290
Marsh, Daniel L. 190
McGailliard, John C. 269
McGinnis, W. C. 49, 205, 241, 271, 305
McNary, G. W. 83
Montebello, C. Leo 22, 87, 122
Murray, Alice I. 199
Myers, Garry Cleveland 25, 64, 97, 133

O

O'Connor, Mary Elizabeth 60
Osborne, Milton King 14
Overn, A. V. 192, 231, 263, 289

P

Penhale, Randall R. 187
Perkins, Everett V. 26, 63, 98, 134, 168, 206, 237, 242, 272, 306
Pillsbury, W. Howard 162
Punke, Harold H. 203

R

Reed, Carroll R. 46
Reinhardt, Emma 50
Rich, Frank M. 233, 303
Royster, Salibelle 17, 121, 227

S

Saltonstall, Leverett 163
Sampson, W. H. 238
Schoolcraft, A. A. 7, 287
Schroeder, E. H. 259
Simpson, Ray H. 91
Singer, Frank James 89, 164
Smith, Don 123
Sockman, Ralph W. 118
Strang, Ruth 15

T

Tooze, Russell 265
Tyson, Robert 126, 161, 258

U

Ullery, Richard Stockton 92

V

Vosatka, Helen 202

W

White, Dorrance S. 269
White, Ralph R. 228
Willard, W. W. 79
Winn, Robert M. 152
Wright, May M. 117

ARTICLES

A

Advertising, What It Does 6
Aggression and Bad Faith 151
Algebra, Paving the Way for 9
"Alibis," Handy for Students 161
All in the Day's Work 26, 63, 98, 134, 168, 206, 242, 272, 306
America Acts 77
"America, Educate for a Strong 221
Americanism, He had to Write on 164
Announcement, The 300
Another "Lady in the Dark 60
Athletics, Finding Money for 165
Atlantic City, Welcome to 48

B

Beginning Teacher 240, 270, 304
"Bill of Duties," Why Not a 197
Board, The Ideal 285
Book Reviews 32, 68, 104, 140 176, 213, 248, 277, 311
Books for Defense 44
Books, Fortify Democracy with 44
Books You Would Enjoy 295
Boston Meeting in Review 188
Boston Schools, High Spots of the 156
Boston, Speaking of 154
Boston, Sue Sees Historic 152
Business Cries "Cut," When 113
Business Gains Slowly 43

C

Captain (Our) and His Crew 185
Character Education and Defense 287
Chemistry, She Wanted 96
Child Guidance in Greenwich 301
Christmas in the Classroom 298
Civics for Democracy, Teaching 18
Classroom Clinic 25, 64, 97, 133
Clubs?—They're Not So Easy 95
College Drop-outs, A check of 185
College Values for Tomorrow 92
Corporal Punishment 305
Curriculum, Pupils Interests and the 305
Curriculum Theorists 157

D

Dark Sayings 160
Debt Limit, Flexible 43
Defense and Character Education 287
Defense, Cooperation for 52
Defense Hits Colleges 114
Democratic Republic 78
Discipline as Friend or Tyrant 114
Don't Let Them Get That Way! 201

E

Economize—But Wisely 186
Educate and Train 5
Education, A Liberal 306
Education of Women 291
Education's Supreme Challenge 46
Education, Fortify with 151
Eighth Graders Like Fantasy 199
England Looks Us Up 285
English, A Drive on Faulty 121
English, Real Parentage of 84
Evansville, Forward Steps in 227

F

Failures Cut to One Per Cent 238
Fine Arts and the Schools 46
Foreign Language as a "Tool" 21
Four Ways to Rate Teaching 303
Free Men, the Arts of 158
Friendship, the Oil of 304
Front, What Kind of, are You? 260

G

Gangster Ethics 286
German Morale, Will It Hold out? 78
Grades, Through Students' Eyes 126
Greeks, Those Amazing 77
Greenwich, Child Guidance in 301
Grins Between Grinds 34, 70, 106, 142, 178, 214, 250, 276, 310
Guidance, Do Girls Need? 15
Guidance in Greenwich 301
Guidance Is Not Magic 258

H

Hate, Is There Less of 222
Health Deficiencies 77
Herbart, A Salute to 233
High School, The Changing 286
High Schools and Defense 88
High School Cadet, The Mind of the 14
History Revealed Through Art 195
Hitler, The Volcano Under 221
Home-Room, Putting "Home" in 191
Hopkins, Mark—Not Even a 44

I

I May Be Right—I May Be Wrong 205, 241, 271, 305
Individualism, Footnote to 5
It Seems to Me 25, 63, 97, 133, 170, 206, 241, 271, 306

J

Jurist, Every Child a 192, 231, 263, 289

L

Language, Specific vs. General 269
Latin America, Wooing 185
Law, Odd Points of 289
Less Ease, More Challenge 257
Liberty, The Bedrock of 286
"Liberty—to Secure the Blessings of" 119
Library, A Cooperative Professional 10
Literature, American—1941 17
Live Long—and Prosper? 286
Loose Ends 223

M

Meetings, Important 276, 310
Modern Language, Which? 222
Movies Challenge the Schools 128
Munich, no Oriental 222
Music with a Smile 230

N

Nature, Interesting Children in 94
N.E.A. in Boston 113
N.E.A.'s Boston Program 155
N.E.A. Program in Brief 47
News Digest 27, 65, 99, 135 171, 207, 243, 273, 307

O

"Oh, Say, Can You See?"
Oil, Wrong Use of 151
Opinion Makers, Teachers Are 302

P

Papers, What You Read in the 222
Parley at Sea, That 186
Planet, Reaching for the 151
Preparedness, Total 304
Propaganda, Teach Them About 89
Public, Against the 257
Publishers, Boston's Educational 166
Pupil-Failures, Our Share in 13

Q

Quiz Kids, Is It Good for? 293

R

Reading Methods, The Trail of 299
Read More, will Future Adults? 203
Readers, Who are Retarded? 91
Reading (Oral), The Return of 58
Realism, A Plea for: The Education of Women 291

S

Safety Test for Students 236
Salinas, Rehabilitation in 26
Save Pennies, Starve Minds 4
School and Business can Cooperate 18
School as Good Environment 8
Schools in Time of War 5
School Spirit, What no? 8
Silly, Why Be? 30
Speech, Progressive Training 26
Spirit, Speaking of School 26
Students, Fitting (Them) for Tomorrow 11
Study, the Problem of 4
Success Requires a Philosophy 8

T

Teacher, Anything But a 25
Teachers Are Opinion Makers 30
Teacher as Salesman 11
Teacher, Beginning 240, 27
Teacher of English, Write! 11
Teachers, Blue Ribbon 26
Teaching, Four Types of 30
Teaching, Scholarship in 15
Teaching, the Secret of Great 22
Teach, What Should We? 30
Teaching, Incomplete 30
Tests for Rural Schools 1
Textbook Emergency, The Present 5
Textbook Tempest 10
Textbook Topics 211, 278, 31
Textbooks, Sleuthing the
Texts, Our Changing History 12
They Can and Do 22
Thunderbolt Strikes 23
Toes, Sensitive 9
Tolerance Dilemma 11
Tommy Dale, the Case of 12
Too Fantastic? Then Believe It 25
Totalitarianism, Training for 12

U

Uncle Sam, Lending to 11
"Use It in a Sentence" 20

V

Visual Aids, More Aid from 22

W

"War, All Aid Short of"
War, Must War Follow?
War, This All-Enfolding 18
Way of Life 7
What Are You Hired for? 11
Which Way Is Better 4
Whirl—Whither? 7
White Ones and Black Ones 25
Winshipisms 13, 63, 3
"Winship School," Detroit 22
Women, The Education of 25
"Words (Windy) Have no End, Shall? 22
Worker-Capitalists
World, What Kind of, Is this?

Y

Year, Make This Our Greatest 19
Youth's Tomorrow 7
Youth, A Challenge to 5